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ABSTRACT

Miami-Dade Community College is engaged in a project designed to develop a model Associate Degree program for Human Services/Drug Abuse workers, to establish a national consortium of community colleges to offer the program, and to develop the curricula and instructional methodology for a "first course" in drug abuse for persons going into the Human Services field. This report summarizes the college's first year progress in attaining these goals. Included are the methods for gathering information, forming preliminary hypotheses, developing criteria for participating institutions, and informing and orienting the institutions to their tasks. Consortium meeting reports describe the determination of lines of budgeting and responsibility and the development of a program guide. The program guide, a five-college program content analysis, course design modules, learning materials lists, and a master list of goals and objectives are appended, as are the program manager job description, a discussion of theoretical considerations, an analysis of the delivery capabilities of consortium colleges, and meeting agendas. (RT)

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HUMAN SERVICES - DRUG ABUSE PROJECT

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FIRST YEAR REPORT

JC 770 427

Coordinated By

MIAMI-DADE COMMUNITY COLLEGE

Miami, Florida

1976

FINAL REPORT TO THE
NATIONAL INSTITUTE ON DRUG ABUSE

FOR THE

HUMAN SERVICES/DRUG ABUSE PROJECT

CONDUCTED BY

MIAMI-DADE COMMUNITY COLLEGE

MIAMI, FLORIDA

FROM

AUGUST, 1975 THROUGH JULY, 1976

ACKNOWLEDGMENTS

The project staff would like to thank all those persons who assisted with the development of various aspects of the project. Specific acknowledgments will be made throughout the document. For now, we would like to mention briefly the many agencies and categories of persons who were involved. Special thanks go to the National Institute on Drug Abuse (NIDA) system for its continuous interest and support of the project. The human services and drug abuse expertise provided by the Center for Human Services (CHS), the Career Development Center (CDC), the National Institute for Drug Programs (NIDP) and the National Drug Abuse Center (NDAC) were most valuable. The consultants associated with the various agencies were very helpful. We are most indebted to the administrative representatives and curriculum specialists of the participating colleges and Miami-Dade Community College (M-DCC).

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UNDER THE STARTER GRANT
AND
THE DEVELOPMENT OF WORKING ASSUMPTIONS

OBLIGATIONS ASSUMED BY MIAMI-DADE COMMUNITY COLLEGE UNDER THE STARTER GRANT

The obligations assumed by Miami-Dade Community College under the extension of HEW #DA AA07011-01 were;

1. develop a model Associate Degree program in Human Services designed to serve the substance abuse workers,

2. provide access to this program by establishing a national consortium of community colleges in selected cities throughout the country to offer this program, and

3. develop the curriculum and instructional methodology for a "first course" in drug abuse for persons going into the Human Services field. To accomplish these objectives Miami-Dade Community College promised to

   a. design a model curriculum Development Guide for a two-year Associate Degree Program in Human Services to be used by a national consortium of community colleges that will participate in offering the Associate Degree Program in Human Services.
   b. convene a National Conference for selected community college personnel to (1) acquaint them with the demand for drug abuse curriculum, and (2) organize and develop a consortium of community colleges in selected cities in the United States for the purpose of offering an Associate Degree in Human Services.
   c. develop a specific curriculum for a "first course" in drug abuse.

The obligations assumed by Miami-Dade Community College under the starter grant have been fulfilled.

The program consists of consortially agreed upon structural, knowledge, and skills goals and learning objectives designed to achieve same. (Appendix I, p. 9) The application of these objectives to specific courses are to be within the discretionary judgment of participating colleges. The possible application of objectives to course offerings (as well as objectives that at present are non-accomodable) can be discerned by a reference to analysis sheets from five of the eight consortium colleges found in Appendix I, pp. 37 to 106.

The Miami-Dade project team has operated under the assumption that merely proffering a program to sister institutions would be woefully inadequate. Our intent, therefore, was to supply sister institutions with the same informational base from which we were operating. (see Preliminary Consortial Endeavors in the body of this report) and to collectively devise a program acceptable to the National Institute on Drug Abuse, The Career Development Center (as proposed coordinating agent for all higher education activities), and the membership of the consortium.

Our efforts in the attainment of this objective are to a large extent attributable to the commitment of the Center for Human Services (CHS) and the Career Development Center (CDC). Dr. Hyman Frankel and Dr. Avis Pointer provided us with access to their previous endeaver in this area by giving us abundant and valuable print materials and arranging for our project staff to visit with former instructional personnel in the Marjorie Webster program. Drs. Frankel and Pointer further provided us with liberal suggestions which are reflected in our efforts to date.

It should be noted, that our goals and objectives are subject to significant modification after the National Institute on Drug Abuse provides us with access to local, state and regional professionals in the drug abuse field and the Center for Human Services provides an opportunity for community college personnel to meet with personnel from senior and masters granting institutions to establish definite areas of responsibility for each level in this endeavor.

The goals and objectives are the result of two meetings of curriculum developers from the eight consortium colleges and the two adjunct institutions. The first of these meetings was held in Miami, Florida, on April 30 and May 1, 1976, and the second in Vail, Colorado, June 6, 7, and 8, 1976. (See "The Miami Conference" and "The Vail Conference" in the body of this report).

Our "first efforts" in curriculum development are currently awaiting assessment and modification by participating institutions, and are discussed in Appendix I, Addenda III and IV.

The Program Development Guide, Located in Appendix I, deals with the following general areas:

Human Services, A Consortium Definition

Development of the Human Services Concept

Background of the Present Program

Goals and Objectives

Implementing Objectives

Miami-Dade Life Lab Program

Anticipating the Student Clientele and Meeting his Educational Needs

Program Management

Conclusion

Addenda: Addendum I - Application of Objectives to Course Offerings at five Consortium Colleges; Addendum II - Possible Course

Structure for A Miami-Dade Human Services/Drug Abuse Program, Addendum III - Modules Under Consideration by the Consortium, Addendum IV - Preliminary Design for a General Education External Course for Human Services/Drug Abuse Associates Degree Candidates.

INFORMATION GATHERING

As a means of determining Human Services/Drug Abuse facility needs that could be met through a two-year transferable associates program, we had planned to survey the major treatment and rehabilitation centers in our area. Upon formation of the Consortium, we had hoped to have institutions that joined in this venture perform similar exercises in their servicing areas. This activity was abandoned upon the recommendation of National Institute on Drug Abuse officials. It could be more fruitfully resumed, we were informed, after NIDA used its influence to secure full cooperation of appropriate personnel and agencies in the servicing areas of consortium members. This cooperation would come after funding was assured for this venture.

Prior to aborting this effort, we did visit the following persons and facilities:

Dr. Wesley C. Westman, Director
Veterans Administration Hospital
Multi-Substance Abuse Center
Miami, Florida

Dr. Steve Saffron, Director
Here's Help (A multi-service agency)
Miami, Florida

Ms. Virginia Slote
Area Drug Education Director
Florida Division of Health and Rehabilitative Services
Miami, Florida

Mr. Carl Schneider, Education Director
Eagleville Hospital and Rehabilitation Center
Eagleville, Pennsylvania

Mr. Joseph Ershaum, Curriculum Specialist
Eagleville Hospital and Rehabilitation Center
Eagleville, Pennsylvania

In addition to the above, we also corresponded with Dr. Al E. Lombana, Education Liason/Consultant and interim Training Director, Division of Mental Health, State of Florida.

It was largely from these contacts and the needs conveyed therefrom that we devised our first draft of a Human Services/Drug Abuse Program in terms of Miami-Dade course offerings. (See Appendix II)

Of significant input in formulating our first draft of goals and objectives were the materials provided to us and our consortial colleagues by Ms. Betty Moore of the National Drug Abuse Center. (Appendix III), and the four volumes of goals, objectives, strategies, and content reflecting the pioneering effort in community college Human Services/Substance Abuse education of Marjorie Webster Junior College.

Upon receipt of the four volume Marjorie Webster program, we immediately had multiple copies made for distribution to those institutions who would agree to join us in this venture. (Copies of this work were distributed to prospective consortium members at our Washington meeting). We also provided four academicians from different sections of the Miami-Dade instructional community with copies. After the local developers had extracted 296 goals and objectives (Appendix IV) they met on two successive Saturdays to determine how well the Marjorie Webster objectives were applicable to Miami-Dade transferable course offerings. (Appendix V)

Originally, the developers had paid little heed to the problems posed by management of the program. The complacency over this aspect of the program was shattered after Dr. Hyman Frankel and Dr. Avis Pointer arranged for them to meet with those dedicated teachers of the Marjorie Webster experience whose efforts assured the success of that program. Their concern that our program approximate the kind of commitment and support accorded their students dictated the creation of the role of Program Manager. (Appendix VI)

FORMATION OF PRELIMINARY HYPOTHESES

1. Maintaining a High Level of Student-Teacher Rapport

In November, 1975, three members of our staff visited the Center for Human Services in Chevy Chase, Maryland and discussed the Miami-Dade project with Dr. Avis Pointer, Dr. Hy Frankel, and selected former members of the Marjorie Webster staff. It became quite evident to the Miami-Dade group that those who were part of the Webster team viewed with extreme trepidation any attempt to externalize instructional efforts in this area. Their greatest fear was that such an effort would inevitably lead to an alienation of the unique clientele from the very program that purported to serve their interests. Success in the program, they repeatedly reiterated, required a corps of committed instructors who could and would offer the strong emotional support that recently rehabilitated substance abusers required and expected. They did not feel that a traditional small class program could fulfill this need, and an external program would, in their judgment, be near catastrophic.

Credence to this position had already been given by one of the Miami-Dade team who had visited Eagleville Hospital and Rehabilitation Center, Eagleville, Pennsylvania. Several sub-professionals at this facility were concurrently students in the Montgomery County Community College substance abuse program, and were interviewed by the team member. Their strongest praise was for those elements of the program that were conducted on facility property, and taught by facility personnel. These personnel understood their problems and directed their learning activities to "real situations." On campus courses were impersonal and removed from reality.

If the program were to be successful, it was imperative that we devise a means through which we could approximate the supportive role played by the Marjorie Webster instructors, and at the same time commit ourselves to external instruction. Our answer to this dilemma was in the creation of the role of Program Manager. (Appendix VI)

A description of the role of Program Manager is found in the program development guide (p. 31). It is hoped that Consortium Members will take appropriate steps to acquire an individual for this role who is familiar with the community, knowledgable in the Human Services, and generous and compassionate enough to provide the kind of emotional support that drug abuse workers need and deserve. Unfortunately, each member institution is autonomous and Miami-Dade lacks the inclination and the authority to impose this management model on the total body. We have, and will continue to, forcefully lobby for consortium-wide adoption of the Program Manager concept.

2. Developing Supplemental Carriers for Existing Courses

Early in our endeavor, we concluded that the most feasible means of accommodating Human Services and Substance Abuse content would be through developing supplemental modules that could be incorporated into existing courses. New courses at each institution would be created in those areas where content could not readily be adapted to existing courses without serious jeopardy to their academic integrity. Preliminary analyses of Human Services generic objectives by consortium members indicate that there is little demand for new course offerings in participating institutions. This condition is subject to alteration when drug abuse objectives are analyzed, amended, and ratified by member institutions. Further amendment may be necessitated when the National Institute on Drug Abuse provides us entry into local, state, and regional personnel and agencies, and parameters for all levels in the educational hierarchy are established.

From our present vantage point we can visualize the possibility of but two courses. Conceivably, the consortium might choose to develop a course centering around the development of the Human Services idea, the philosophic orientations in the industry, and the legal and ethical considerations of Human Service workers. The consortium might also choose to develop a specialized course dealing with the myriad aspects of the substance abuse problem. As stated previously, however, such decisions are premature at this time.

Since the best estimates are that each institution would host from 25 to 50 students, at different rungs on the educational ladder, wide use of television and radio for supplemental content is deemed economically nonfeasible. These means, however, could be employed when the academic needs of the Human Services/Drug Abuse worker parallel those of the broader academic community.

The means of meeting this need, presented to consortium members and accepted in principle, was to employ a modified version of the "Life Lab" principle, currently used on the Downtown Campus of Miami-Dade Community College, and effectively meeting the educational needs of approximately 20% of that student body. The principle is quite simple, and can easily be applied externally. It requires objectification of all elements in the course content, and provides a wide variety of activities through which these objectives can be realized. (See description of Life Lab, Appendix I, pp. 23 to 28)

3. Envisioning a course structure for a Human Services/Drug Abuse Program at Miami-Dade.

Our first attempt at envisioning a Human Services/Drug Abuse program was based on somewhat limited input. We had not, at this time, received the massive documentation of the Marjorie Webster program although we had had an opportunity to discuss this endeavor with personnel who had been intimately associated with the program. Dr. Avis Pointer had given us a description of prospective clientele and thus heightened our awareness of their needs. Our limited visitations to local substance abuse facilities resulted in specific suggestions for specific courses. Dr. Joseph Ershaum, the architect of the Montgomery County Community College Human Services/Drug Abuse Program, offered additional suggestions.

As a result of the above, we were able to construct preliminary program goals. The program that we envisioned and the goals from which they developed appear in Appendix II. Our most recent effort, embracing larger informational input, is found in Appendix I, Addendum II.

HUMAN SERVICES -
DRUG ABUSE
PROJECT

THE CONSORTIUM

Coordinated By

MIAMI-DADE COMMUNITY COLLEGE
Miami, Florida
1976

HUMAN SERVICES/DRUG ABUSE PROJECT

PRELIMINARY CONSORTIAL ENDEAVORS

PREPARED BY

MIAMI-DADE PROJECT STAFF

MIAMI, FLORIDA

JUNE, 1976

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INTRODUCTION

Miami-Dade Community College received a starter grant from the National Institute on Drug Abuse (NIDA) to design an "External AA Degree Program in Human Services with Emphasis Upon Drug Abuse". One of the major obligations of the grant was concerned with the formation of a small national consortium of community and junior colleges to offer the cooperatively designed program no later than 1977. This report provides background information relating to the various developmental phases through which the consortium has passed and concludes with a detailed analysis of the organizational status of the consortium as of June, 1976. The National Consortium with its potential for delivery of the program is considered a high priority by the National Institute on Drug Abuse. The consortium is presently in a formative stage but is expected to assume maturity upon the clarification of federal funding levels and the establishment of a resultant starting date for implementation of the national project.

CRITERIA FOR DETERMINING PARTICIPATING INSTITUTIONS

One of the most difficult project tasks was the determination of those institutions to be invited to participate in this unique national consortial effort. The difficulty was based upon the number of fine institutions throughout the country eminently qualified and eligible for charter membership. In order to resolve the problem, a set of criteria was derived by the college administration and project staff in cooperation with representatives from the National Institute on Drug Abuse as well as the Center for Human Services and the Career Development Center (both of which have earned excellent national reputations in Human Services and Drug Abuse) for the purpose of determining the initial group of colleges for the consortium. It was decided each college should have the following characteristics;

1. Have an "Open Door" policy.
2. Be accredited by one of the six regional accrediting associations.
3. Have used "Open Learning" courses.
4. Have cooperated with national "Open Learning" projects.
5. Have large enrollments (over 10,000 students).
6. Be located in large metropolitan areas.
7. Be located near a Regional Training Center.
8. Have adaptable "Open Learning" courses to share.
9. Be receptive to the external degree concept.
10. Have an upper division institution in the region to which students may transfer credits earned in this program toward a Bachelor's Degree.
11. Be acceptable to the funding agency or its designee.
12. Agree to design the program to generate FTE so that the program will be self-supporting at the conclusion of the funding period.
13. Be committed to the expansion of the national consortium to include other select institutions in designated areas of the country.
14. Should be acceptable to the American Association of Community and Junior Colleges (AACJC).

Through the use of an analysis grid, which made possible the comparison of colleges to the criteria, the following eight colleges were selected;

Cuyahoga Community College
Cleveland, Ohio

Community College of Denver
Denver, Colorado

El Paso Community College
El Paso, Texas

Essex County College
Newark, New Jersey

Mercer County Community College
Trenton, New Jersey

Miami-Dade Community College
Miami, Florida

Peralta Community College System
Oakland, California

St. Louis County Junior College District
St. Louis, Missouri

INFORMING MEMBER INSTITUTIONS OF THE TASK

Upon determining the institutions to be invited to participate in the consortium, a series of telephone calls was made by the college administration principally Dr. Robert H. McCabe, Executive Vice President, and the project staff to obtain acceptance. The following persons on behalf of their colleges, expressed a desire to participate in the consortium;

Cuyahoga Community College
Dr. Nolen M. Ellison,
President

Community College of Denver
Dr. Leland B. Luchsinger,
President

El Paso Community College
Dr. Ray Salazar,
Acting President

Essex County College
Dr. J. Harry Smith,
President

Mercer County Community College
Dr. John P. Hanley,
President

Miami-Dade Community College
Dr. Peter Masiko Jr.,
President

Peralta Community College System
Dr. Thomas W. Fryer, Jr.,
Chancellor and Superintendant

St. Louis County Junior College
District
Dr. Richard Greenfield,
President

In order to facilitate decisions related to consortial matters, each of the college leaders selected a staff member to serve as an administrative contact person. Those individuals are as follows;

Cuyahoga Community College
Dr. Robert E. Parilla
Vice President for
Educational Planning
and Development

Community College of Denver
Dr. John Swenson
Vice President
North Campus

El Paso Community College
Mr. Jose Rivera
Director of Mental Health/
Human Services Program

Essex County College
Dr. Robert Adubato
Assistant Dean of
Instruction

Mercer County Community College
Dr. William O. Gall
Associate Dean for Liberal Arts
and Commerce

Miami-Dade Community College
Dr. George Mehallis
Dean of
Occupational Education

Peralta Community College System
Ms. Nancy Tapper
President
Non-Traditional Studies

St. Louis County Junior College
District
Dr. Samuel Stone
Coordinator of Institutional
Development

During the early developmental period of the project it was necessary to keep a steady flow of information going to the member institutions indicative of the nature of the tasks with which the consortium must deal. The following are excerpts from project correspondence which described various salient aspects;

> "We are happy that you are joining us in the establishment of a National Consortium of Community Colleges for the purpose of creating a two-year transferable Human Services degree for personnel employed by Substance Abuse Centers. Because potential students will be scattered throughout the metropolitan area, and because they will be fully employed, it is felt that such a degree should be awarded largely by external modes of instruction. Existing modes of external instruction, however, are less acceptable to this category of clientele because of their unique personal profiles, and for this reason we have created the role of Program Manager, who hopefully will provide the intimate, emotional support that prospective clientele have come to expect."

> "The recognized pioneers in directing the education of substance abuse workers are the Center for Human Services (CHS), and the Career Development Center (CDC), both of Chevy Chase, Maryland. Their most extensive effort was at Marjorie Webster Junior College, Washington, D.C. They have graciously provided us with pertinent curricular materials regarding their two year program. We propose that these materials serve as the starting point for evolving a program acceptable to the national consortium."

> "The need for the establishment of a Human Services program for substance abuse workers is urgent. Many of the older substance abuse centers are staffed by mature personnel with a sparse formal education who are nevertheless functioning at a high level of professionalism. Unfortunately, because they have no credentials to substantiate their competency level they are frequently employed at minimal salaries. For these persons, again because they are non-credentialed, their current status is an occupational dead-end. They cannot be located in other Human Service areas within the community. Further, the question of credentials is being increasingly raised by third-party payees and therefore even their current occupational status is imperiled. Our consortium will begin to resolve the credentials problem and therefore, broaden career opportunities for such personnel."
>
> "We believe that with a maximum commitment, such a program can be operational by September, 1977. With this in mind, we are asking each participating institution to designate one individual to serve as a curriculum specialist who could possibly become a curriculum writer/program manager for the project. Our preliminary analysis indicates a need for expertise primarily from the disciplines of Social and Behavioral Sciences."

In addition to forming a national consortium of community and junior colleges to offer an "External AA Degree Program in Human Services with Emphasis Upon Drug Abuse", we are obligated to cooperatively design a model curriculum for the program, determine methods for delivering the instruction effectively, and prepare a first curricular effort. These obligations are stated in the proposal submitted by Miami-Dade to NIDA. The proposal has been shared with the consortium members.

DOCUMENTS DISPATCHED TO POTENTIAL PARTICIPANTS

Since a major thrust of the project is concerned with cooperative curriculum development, each of the institutions involved has identified a specialist to serve in that role. Those individuals involved are;

Cuyahoga Community College
Mr. Donald L. Hoyt
Coordinator Mental Health/
Human Services

Community College of Denver
Dr. Martin Van Dyke
Dean, General Studies,
North Campus

El Paso Community College
Mr. Romeo Di Benedetto
Sociology Instructor

Essex County College
Dr. Robert Adubato
Assistant Dean of Instruction

Mercer County Community College
Mr. Robert Bolge
Assistant Professor of Sociology

Miami-Dade Community College
Mr. Joseph Olson
Academic Coordinator

Peralta Community College System
Dr. Michael O'Carroll
Health Consultant

St. Louis County Junior College District
Ms. Kathryn Nelson
Chairperson, Department of Human Services

Due to their accomplishments in curriculum related to the project, the following colleges have been associated with the consortium in an adjunct capacity;

Santa Fe Community College
Ms. Maria Duncan
Director, Drug Abuse Training Program

Whatcom Community College
Dr. Martin Vasher
Dean of Instruction/
Executive Officer

In order to keep the lines of communication open, a steady interchange by telephone and mail among the curriculum specialists has been maintained during the recent project-year. Of particular significance have been the documents shared among specialists aiding them in reaching cooperative curricular decisions and fulfilling consortial obligations. Primary among the shared materials have been; existing institutional project-related curriculum designs and programs, documents generated individually in response to mutually beneficial project assignments, complete sets of packaged courses, audio visual productions and printed materials from the National Drug Abuse Center (NDAC), curriculum materials developed by the National Institute for Drug Programs (NIDP) used at Marjorie Webster Junior College, the National Training System (NTS) course calendar, and consultant reports. We have had valuable spoken and printed input throughout the project-year from many sources.

THE WASHINGTON MEETING

The first formal meeting of the consortium was held at the conclusion of the recent March, 1976 National Convention of the American Association of Community and Junior Colleges (AACJC). The list of individuals who attended the meeting can be found in Appendix VII starting on p. 1. The agenda for the meeting is also in Appendix VII starting on p. 2.

This meeting served principally as an orientation session during which the potential consortium representatives had the opportunity to obtain from resource persons present, background information on the policies, accomplishments, support services and plans of the National Institute of Drug Abuse, the Center for Human Services and the Career Development Center. In addition, a lengthy discussion occured focusing on the objectives, accomplishments at that time, and consortial requirements of the Human Services/Drug Abuse project. Many specific and consortially related questions were asked concerning funding, governance, materials development and utilization, and institutional commitment. Some preliminary and potential answers were suggested. At the conclusion of the meeting, the institutional representatives expressed generally a desire to discuss their findings with home administrations. Shortly thereafter, the Denver meeting was requested.

HUMAN SERVICES/DRUG ABUSE
CONSORTIUM MEETING II

DENVER, COLORADO
JUNE 5, 1976

PREPARED BY
MIAMI-DADE COMMUNITY COLLEGE PROJECT STAFF
MIAMI, FLORIDA
JUNE, 1976

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PURPOSE OF THE MEETING

Early in May, 1976 following the receipt of several inquiries, the administrative contact person at each potential consortium institution was telephoned concerning the value of a second consortium meeting. The general opinion of the group was that "Consortium Meeting II" should be convened as a one-day session and Denver, Colorado was approved as the meeting location.

Each institutional representative mentioned an interest in bringing about a more concise but still preliminary formulation of the potential consortium. Letters of intent to enter into inter-institutional cooperation had been released by the presidents of the colleges and their administrative representatives expressed a desire to explore further the elements of the cooperation. A general intent was to describe the structure and function of the consortium to a point which would facilitate implementation should major funding be granted and not to preliminarily fix structure and function so rigidly that implementation would be unnecessarily difficult and prolonged.

ORIGIN OF THE AGENDA

Each representative was invited to participate in the preparation of the agenda by providing single-topic-questions which were clustered according to affinities and arranged in a logical sequence for efficient discussion. Topics from "Consortium Meeting I", held in Washington, D.C. on March 19-20, 1976, were included in the discussion-agenda. Some questions on the agenda prompted participants to proffer other related inquiries. If participants wanted to ask questions not on the agenda, they were requested to mention them at appropriate times during the discussion.

THE MEETING PARTICIPANTS

The meeting was attended by administrative representatives from seven of the eight potential consortium institutions, project staff and a resource person. See Appendix VIII p. 1. for a detailed list of participant information. Robert E. Parilla from Cuyahoga Community College was unable to attend due to illness. The seven administrative representatives who participated in the meeting are listed next.

Community College of Denver
Dr. Martin Van Dyke
Dean General Studies

El Paso Community College
Mr. Jose Rivera
Director of Mental Health/
Human Services Program

Mercer County Community College
Dr. William O. Call
Associate Dean for Liberal Arts &
Commerce

Essex County College
Dr. Robert Adubato
Assistant Dean of Instruction

Miami-Dade Community College
Dr. George Mehallis
Dean of Occupational Education

Peralta College for Non-Traditional Studies
Ms. Nancy Tapper
President

St. Louis County Junior College District
Mr. Samuel L. Stone
Coordinator of Institutional Development

Three project staff persons from Miami-Dade Community College serving in different capacities were present at the Denver Meeting. James E. O'Connor (Project Director) arranged and managed the meeting and assisted in writing this report. Joseph Olson (Academic Coordinator) provided explanations requested by the membership concerning the curriculum design accomplishments and plans of the consortium. Charles Klingensmith, an administrator from Miami-Dade's North campus on temporary assignment to the project as a facilitator/writer, assisted in the composition of this report which reflects the group discussion. decisions, suggestions and concerns.

Horace J. Traylor, Dean of Miami-Dade's Development Office, provided to the potential consortium members present the latest information available to him concerning possible funding levels and flows, and starting dates. In addition, he informed the group of the national coordination of the three consortial degree levels and supportive services; student recruitment, consultant pool, resource library, curriculum development, to be available from the Center for Human Services (CHS) directed by Dr. Hymen Frankel and principally from the Career Development Center (CDC) directed by Dr. Avis Pointer.

DISCUSSION CATEGORIES

During the one-day meeting the group dealt effectively with the discussion-agenda, proclaimed by them to be most ambitious. See Appendix VIII p. 2. for a copy of the meeting agenda. Initially, an informal and rambling discussion period occurred which produced a grasp of the magnitude of the task for the day, general comfort among the participants, a candid discussion attitude, and preliminarily, answers to many of the single-topic-questions contained in the discussion-agenda. The group discussed the following categories of questions during the day; Monetary Considerations, Lines of Authority, Institutional Responsibilities, Purpose and Operation of the Consortium, Programatics, and Materials.

DECISIONS, SUGGESTIONS AND CONCERNS

What follows is a condensed version of the voluminous information which emerged from the vigorous discussion. Basically, the results of the meeting can be classified as decisions, suggestions and concerns. There were some questions for which the membership could provide firm answers (decisions) due to existing policies and regulations at their institutions, and within their state educational systems and regional accrediting agencies. To other questions for which they could not provide firm responses at the time, they elected to offer suggestions for dealing with the situations. And finally, those questions that were not answerable at the time are not eliminated from this report but have survived in the form of stated concerns awaiting resolution hopefully at a date in the near future.

MONETARY CONSIDERATIONS

In proposals submitted to the National Institute of Drug Abuse, funding to each of the participating institutions for the initial year was at a level in the $20,000 to $25,000 range. Funding for subsequent years was to be reduced slightly and progressively as the individual institutions began to assume more financial responsibility for the operation of the program culminating in full financial responsibility upon termination of federal funding. It has been proposed that the project operate for a period of five years. The membership suggested due to; tight money conditions at the institutions, a need to operate a quality program efficiently and effectively, hidden and indirect costs, the high salary required to attract a competent program manager, a possible need to develop and produce program materials unique to a single institution, some limited but project/program-related travel and consultative input, coincidental communication costs for telephone and postage, and numerous other reasons, that an institutional funding level in the $40,000 to $45,000 range would be much more realistic and would strongly encourage the existing potential members to become full time and completely committed charter members in this unique national consortial effort. It was also suggested that the funding levels for subsequent years should be kept commensurately high as a consequence of all of the previously stated reasons.

In addition to the question of funding level, the question of a starting date for new funding was considered of high significance. The present starter grant budget period concludes institutionally July 31, 1976. The members agreed to send to the project director by June 30, 1976, statements indicating the programatic uses of the institutional subpayments. Recent information indicated the availability of interim funding of approximately $50,000 to be made available soon. The important issue before the members at that time was concerned with the proper use of the money for consortium maintenance and cooperative curriculum development. The membership suggested subpayments of $4,500 to each institution from the inte[illegible] funding to cover the costs of operating the project for the mont[illegible] of July, August and September, 1976 at $1,500 per month. This suggestion was based upon the premise that major funding of $400,000 for the project might be made available starting October 1, 1976 which would, although hurriedly, make possible the admission of students in the program on the earlier planned date of January, 1977.

The most current information available from NIDA indicates a need to decelerate our collective efforts somewhat from those considered previously. We have been advised to use the interim funding to keep the coordinating staff for the consortium in place at Miami-Dade. The consortium and its potential delivery capabilities among other equally important features are considered by NIDA with its own challenging tasks, to be a valuable and important adjunct/system. From July through September, 1976 we have been advised to engage in a cooperative proposal writing effort and produce consortium-related proposals for submission to NIDA prior to October 1, 1976. If approved, mini-grant awards possibly up to $50,000 from NIDA could be made which would allow each consortium member to be operational no later than September, 1977 - the newly anticipated beginning date for the delivery of the program. A master-grant would be requested by Miami-Dade for the coordination of the Associate's degree consortium. To fill the possible year-long financial void, we understand that NIDA is searching for supplemental monies which could provide for continued maintenance of the national consortium and the resulting cooperative curriculum development. In general, NIDA staff consider our collective efforts to be a high priority, but lacks at the present time, and this condition could be altered upward in the near future, sufficient and readily available monies to make a single large award to the consortium.

The consortium members have at least two major concerns related to this major discussion category. The cash flow should be as simplex as possible. This will allow for clarity in reporting, lines of communication, and accounting as well as many other similar administrative and managerial responsibilities. If one of the existing proposals to NIDA is funded, each of the participating institutions would be a sub-contractor to Miami-Dade. The members would appreciate being informed of funding levels and starting dates as far in advance as possible in order to properly participate in full-time cooperative design and development, and prepare for utilization of the program at their respective institutions. Our present delays make the prospects of a January, 1977 implementation very dim.

If one of the present proposals before NIDA should be funded, the membership suggested, based upon the need to reach a $40,000 to $45,000 sub-contractor level at each institution, the diverting of some monies from the grant to Miami-Dade. This would result in a general decrease in the money available for developing and producing mutually beneficial curricular materials, national meetings of the consortium for common development purposes, effective coordination of the consortium, as well as other similar consortial endeavors. Since Miami-Dade has been endorsed by the consortium members as the lead or coordinating institution, this last suggestion does seem as though it would make unnecessarily difficult the successful fulfillment of the role under the resultant financing.

LINES OF AUTHORITY

During the early portion of the meeting-day Dean Horace J. Traylor explained the organization of the three degree awarding consortial levels and their relationship with CHS and CDC. Each of the consortia would have an advisory council of college presidents or their designees that would establish policies and procedures for its own consortium thereby giving equal authority to each voting consortium member. In addition, a representative from the advisory council of each degree-awarding consortial level will have membership in a governance board for the entire national project thereby providing for articulation among the degree-awarding consortial levels. The National Institute on Drug Abuse (NIDA) is the award-granting federal agency to which all participants in the project will ultimately be directly or indirectly responsible. The directness of an individual's responsibility will depend upon the final approved form the organizational schema for the national project assumes. Upon official notification from NIDA, the directors and staffs of state and regional drug education programs will be made available to us as resource persons and student recruitment aids. Written progress and final reports relating especially to fiscal and material accountability should be submitted to the coordinating institution on a schedule to be decided and also to the funding agency and/or its designee at their (its) discretion.

INSTITUTIONAL RESPONSIBILITIES

Each institution participating in the consortium will eventually be under contract to the coordinating institution or NIDA or NIDA's designee through notification of grant award or a written contract based upon an approved proposal. Each institution will be expected to fulfill all promises stated, and to be especially effective in meeting those concerning program management. Those institutions joining the consortium will be obligated to maintain membership throughout the life of the contract period. Should a funded institution wish to withdraw, it should be certain to meet contractual obligations and give advance and proper notification to the consortium. Should funding not be provided, the consortium members should consider all other mutually beneficial recourses prior to disbanding the project. The charter members should establish a set of criteria to govern the admission of new members to the consortium.

PURPOSE AND OPERATION OF THE CONSORTIUM

The consortium is not being designed as an accrediting agency but rather as a group of institutions who agree to offer the consortially developed external (flexible) program in ways unique to them and to award an associate's degree focusing on Human Services with emphasis upon Drug Abuse to students acquiring competence through successful completion of the program. Basic objectives for the consortial endeavor are contained in the proposal Miami-Dade submitted to NIDA during January, 1976. The same proposal has been supplied to the membership. Consortium members can expect to derive many benefits from the collaboration over the intended five-year duration of the national project especially in relation to curriculum materials to be developed and the realization of some revenue from their marketing. The members have requested receipt, as soon as possible for informational and discussion purposes, of the entire second proposal submitted to NIDA on behalf of the consortium. An organizational design for the consortium included in the proposal and presented to the members, is under review and awaiting approval. Members having contributions for the design should forward them to the project director. As the consortium becomes formally organized it will be necessary for the membership to develop policies, procedures, bylaws, and other guides essential to effective and efficient governance.

PROGRAMATICS

The consortium institutions will need to offer a transferable associates degree and not a program leading to the awarding of a certificate. The program need not be identical for all institutions. But, the consortium institutions are obligated to offer a program that is as flexible (external) as possible in order to meet the unique needs of the potential clientele. The extent to which the program provides a flexible (external) teaching-learning mode must be determined by the individual institution. Each participating institution is encouraged to have a person preferably full-time, functioning as a Program Manager. In this way the consortium is assured of having a sole responsible contact person available at each location. This does not limit assignment of other supportive personnel to the project staff. Although duties and responsibilities for the Program Manager have been suggested to the consortium members, final determinations rest essentially with the administrators of the respective institutions. Since this external (flexible) degree program may be relatively new to some consortium institutions, it may be necessary to enroll students in a program which closely parallels the Human Services/Drug Abuse (HS/DA) program until the new program has received any required local or state academic approval or review by a regional accrediting agency. Upon receiving approval, the students can be formally enrolled in the HS/DA program without loss of credits earned.

MATERIALS

Each consortium institution will be obligated to participate cooperatively in the development of program-related instructional materials. These materials are to be available to the original membership preferably at no cost. Since the institutions have agreed to meet the program objectives, and it might be possible for some to do so without utilizing consortially developed curricular materials, it would be unfair to require participants, (especially charter members) as a condition of membership, to use consortially prepared instructional materials. The costs for consultants used in the development of materials should be taken from project funds granted to the consortium or individual members, or borne by CHS and CDC, or made available gratis from the various national, regional, state and local affiliates of the NIDP system. In the case of program related materials produced and marked for distribution due to marketability, the lead institution involved should share in the revenue generated. A suggested plan for revenue sharing and the protection of property rights of the consortium and individual members appears in Appendix VIII, p. 5. The consortium should identify early in the project a major publishing house with which to collaborate on the preparation and marketing of project related software. The costs of purchasing existing program-related and mutually beneficial materials should be drawn principally from the funds granted to the institution coordinating the national project. The costs of purchasing existing program-related materials unique to a single institution should be drawn from the project funds awarded to that institution. An arrangement for purchasing existing materials for a number of institutions falling within the previously stated extremes must be developed at a future meeting of the consortium.

SUMMARY

This consortium meeting requested by the membership was considered most successful. It tended to bring the charter members of the potential consortium closer together. Although the discussion agenda was considered ambitious for a one-day meeting, none of the questions went unattended. Many areas related to formally structuring the consortium await discussion and decision. At the present time, the potential charter members of this unique national consortial effort are aware of the tasks which lie in the future and are enthusiastic about seeing the project move ahead.

CURRICULUM ACTIVITIES

THE MIAMI CONFERENCE

Curriculum Design Meeting I was attended by representatives of the eight participating schools, and the two adjunct colleges (Santa Fe and Whatcom). The meeting was held in Miami on April 30 and May 1, 1976.

The major concern at this meeting was to impress upon the attendees the need for a Human Services/Drug Abuse program and to acquaint them with the preliminary plans that the project staff had made for developing a consortial effort, to discuss goals and objectives of the program, to explore delivery systems and the problems of management. The major focus of the program centered around the problem of devising goals and objectives. Our great need was for a theoretical model that could be employed for this purpose.

The model was provided to the membership by Dr. H. Stephen Glenn, Consultant to the Center for Human Services. The model and a partial transcript of Dr. Glenn's remarks explaining the components can be found in Appendix IX. From this model the group was able to develop tentative goals in two categories; structural and knowledge (Appendix I, p. 9). It was hoped that at the next curriculum conference a series of "skills" goals could be developed, and that the consortium would have, by that time, the results of a number of competence studies conducted in several states. Unfortunately, we never acquired these studies.

INTERIM CURRICULUM ACTIVITIES

During the interval between the Miami and the Vail Conferences a number of activities were undertaken by the project staff and the participating institutions. As agreed in Miami, each institution was to survey its instructional resources to determine its capability in meeting Miami goals; and, further, to develop specific objectives re: Miami goals. To facilitate these ends, the project staff provided each institution with a schematic of the Glenn Model and a complete verbatim transcript of Dr. Glenn's remarks before the Miami assemblage. (Appendix IX) Our aim in dispatching these documents was because the Miami Goals were derivatives of the Glenn Model and we wanted to assure that all participants had an opportunity not only to read but to study Dr. Glenn's remarks.

The staff at Miami-Dade Community College prepared a chart indicating the required courses demanded of each participating institution for the awarding of an associate's degree. (See Appendix X). This chart indicates that our only commonality is in the area of English.

We also prepared a sample module, based upon our objectives translation, for dissemination at the Vail conference. (See Appendix I, pp. 116 to 120). Further, we dispatched all print matter (including texts) of courses developed by Miami-Dade for televised instruction. The purpose of this was to give participating institutions an opportunity to examine such materials and to consider their applicability as components of our common effort.

Prior to the convening of Curriculum Design Meeting II, an agenda was prepared by the project staff with input from participating institutions (Appendix XI). Each participating institution was assigned specific areas of agenda responsibility. These agenda assignments were made on the basis of a survey conducted at the Miami meeting indicating areas of expertise or interest of the membership. (See Appendix XI). Each participant was contacted via telephone to further delineate his responsibilities. This effort, we feel, bore abundant fruit at our Vail meeting.

THE VAIL CONFERENCE

Curriculum Design Meeting II was held in Vail, Colorado, June 6-8, 1976. Each consortium member was represented as well as the two adjunct colleges. The principal task of this conference was to examine, refine, and amend our tentative knowledge and structural goals and to develop consortially acceptable skills goals and knowledge and skills objectives. Our objectives were to reflect a tentative generic Human Services commitment as well as objectives for a drug abuse component.

Achieving concensus on structural and knowledge goals proved to be relatively easy. Development of skills goals (and objectives flowing therefrom) are, however, quite embryonic at this point. Our major difficulty in this area is the limited access that we have had to Human Services/Drug Abuse facilities, and the fact that we have not been privy to the competence studies conducted by NIDA in this area. Once these obstacles have been removed by NIDA, we feel that the consortium will be able to address itself more completely to its unfinished task. Lacking this informational background, the group adopted a substitute as part of its guide in objectives development. The substitute is in the form of statements of role functions of the Human Services generalist. (Appendix I, pp. 7 to 8)

To facilitate the process of objectives development, the participants were divided into three groups and assigned specific roles with which to work. At the conclusion of this activity, the objectives were compared to the existing goals.

The individual group products were then shared with the total assemblage. It was agreed that these objectives would be the basis on an institutional analysis of the capacity of existing courses to carry the generic Human Services content. An analysis chart, derived from our experience with the Marjorie Webster objectives, has been dispatched to participating institutions. (See Appendix I, p. 24). Institutional analyses received thus far are found in Appendix I, pp. 53 to 105. When this analysis is complete, we will have the following information

1. Those objectives that are accounted for by existing courses.
2. Those objectives that can be easily accommodated by existing courses through the creation of learning supplements.
3. Those objectives that can best be accommodated by the creation

of new courses.

4. Those objectives that can be accommodated by senior and masters granting institutions.

Recognizing that the objectives created were occassionally repetitious, and in some instances badly in need of grammatical overhauling, the group assigned to the project staff the responsibility for "refining." The staff's efforts in this regard are found in the Program Guide, Appendix I, p. 11.

After having achieved tentative agreement on the Human Services aspect of the program, we addressed ourselves to the substance abuse component. This portion of the program was chaired by Romeo Di Benedetto, a former professional in the area of substance abuse. It became quite evident to the group that significant elements in this area were already subsumed by the Human Services component of the program. Mr. Di Benedetto agreed to develop objectives and to have same submitted to the membership for their examination, comments, and revisions. The result of his efforts, and the Miami-Dade "refinement" are now before the curriculum development group. (See Appendix I, pp. 19 to 22). We do not expect institutional responses to this item until the beginning of the next academic year (September).

In addition to our goals and objectives task, the participants at Vail were surveyed regarding their ability to externalize instruction via specific means and the capacity of their institution to award credit for prior learning. The results on these surveys are found in Appendix XII.

Time was provided for the participants to peruse the printed matter and to view video tapes and slide/tape presentations produced by NDAC. (Appendix III). The equipment necessary for this activity was made available by the Community College of Denver.

Miami-Dade Community College wishes to take this opportunity to thank the Community College of Denver for its very valuable contribution to the success of the Vail meeting. Not only did they provide the equipment necessary to fully utilize the NDAC materials, but they provided us with clerical support as well. A special word of thanks is bestowed on Dr. Martin VanDyke who arranged for the above, and also handled all reservations for participants.

HUMAN SERVICES - DRUG ABUSE PROJECT

PROGRAM GUIDE

Coordinated By

MIAMI-DADE COMMUNITY COLLEGE
Miami, Florida
1976

PROGRAM GUIDE

FOR A CONSORTIALLY DESIGNED TRANSFERABLE HUMAN SERVICES/DRUG ABUSE ASSOCIATES DEGREE PROGRAM

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INTRODUCTION

The purpose of the program development guide is to assist consortium colleges in the establishment of institutional guidelines and parameters for implementing open, non-traditional, transferable associates programs in Human Services for the substance abuse worker. The use of the word programs is deliberate. It recognizes the wide disparity of state and institutional requirements in the awarding of degrees and provides each institution with broad, creative opportunities to the achievement of our common goals. The autonomous nature of our approach will permit a maximum of local experimentation, and opportunities for local institutions.

The recognition of institutional autonomy should not, however, blind us to our common needs. Through its very membership in a national consortium, each institution agrees to minimal abrogations of its absolute sovereignty. These abrogations are

1. to offer a transferable, associates degree program for human service workers in the area of substance abuse,[1]
2. to structure said Human Services/Drug Abuse Program on goals and objectives that are consortially formulated and consortially adopted;
3. to participate in the development of common learning resources to fulfill common learning objectives;
4. to designate one individual on each campus as curriculum developer and consortium contact person.

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[1] With full recognition of the requirements of securing institutional and state approval for new programs.

HUMAN SERVICES: A CONSORTIUM DEFINITION

The prime responsibility of the Consortium is to develop a broadly transferable associate's program in the human services area for drug abuse workers. Since our charge involves only one area under the broad umbrella of human services, and since our effort (so far as we know) is the first multi-institutional approach to any human services program, it behooves us to reach a satisfactory, workable definition of the core concept, "Human Services." Only after we have secured concensus on the definition of this fundamental concept can we turn our attention to the generic content of such a program, and begin to construct a program worthy of pre-professional, para-professional and professional status.

The concept of Human Services can be sufficiently inclusive to cover all activities relative to the improvement of the human condition. It therefore, could (and in some institutions does) include such traditional programs as social work, education, community and mental health, and might also conceivably include nursing, the allied health fields, and even law enforcement.

For our purposes, we propose to narrow the definition to include only those activities that are just beginning to appear on the academic horizon and are not now accorded the kind of para-professional and professional respectability that attaches itself to fields with longer historical roots. These activities are client centered and directly concerned with the improvement of the client's social, economic, psychological, emotional, and to a lesser extent, his physical well-being. Specific categories of human service workers would include personnel in day care centers, geriatric services, community action agencies, crisis intervention services, and to the problems of drug and alcohol abuse.

DEVELOPMENT OF THE HUMAN SERVICES CONCEPT

Many of these new career fields were products of the turbulence that became manifest in the past decade, and relate to the needs of a society in the process of reconstruction. They speak to democracy's unfulfilled promises, to alienation and anomie, and to the myriad problems born of the urban industrial society. They are premised on the idea that old approaches to new problems will simply compound the issues and delay or avoid solution. They are committed to practicality, and thus regard traditional academics with suspicion and distrust.

In many instances, these new Human Services endeavors first appeared as a response to problems either ignored or inadequately defined by the broader society. The early leadership in these activities came from those whose lives had been adversely affected by the problem itself. These leaders possessed no formal credentials for their new careers, save those secured from life itself. They were, however, successful. And their success resulted in new social definitions, and more enlightened approaches to the problem.

A prime example of these new Human Service endeavors is in the area of chemical substance abuse treatment, rehabilitation, and preventive education. Only a few years ago, the "drug abuser" whose addiction or habituation was obvious was a "dope fiend," and subject to severe social reprisal. The less obvious abuser -- the user of sleeping potions and tranquilizers -- was not conceived of as a component of the problem. Alcohol, branded by the National Institute of Drug Abuse as our most abused drug, was likewise not thought of as part of the drug problem. There were, however individuals who had different degrees of a drinking problem, and we had developed a rather specialized vocabulary to describe different categories of imbibers. The ner'-do-well was a drunkard while the more socially acceptable over-imbiber had a drinking problem.

The public accepted assumption on drug/alcohol consumption was that it was the consequence of a weakened moral fiber, and the prescription for redemption was the ascension to a higher moral plane. Billy Sunday's evolution from drunkard to evangelist, and Barney Ross' odyssey from boxing champion - to dope fiend - to a rehabilitated member of society as told in "God Was In My Corner" speak to this assumption. And this assumption was at the base of the first successful lay-approach to substance abuse.

"Alcoholics Anonymous" was founded in 1935 by two alcoholics, Mr. William Wilson, a businessman, and Dr. Robert Smith in Akron, Ohio. The literature of the organization gives abundant recognition of the need to accept "a power greater than myself," but it is far more than a "find God and get cured" organization. Its remarkable and much publicized success (22,000 groups in 92 countries) rests equally on the assumption that only those who have successfully waged the battle with the bottle can really afford aid and comfort to the currently beseiged. In 1958, Charles Dederich, an alcoholic rehabilitated through A.A. participation, founded "Synanon" the first therapeutic community devoted to heroine addicts.

The idea of moral degeneracy is retained at Synanon, but is decreed in social rather than religious terms. New entries in the program must admit that they are "dope fiends," and the ultimate in depravity. Roles are assigned to the initiate within the community based upon this status; cleaning toilets, and scrubbing floors, and other menial tasks. Only when the novice is capable of recognizing the depths to which he has sunk can he reach a true appraisal of self. And only through this recognition can personality reconstruction begin.

The process of personality definition occurs as a result of community coercion and simultaneous and sympathetic acceptance. The initiate must reveal his innermost fears, apprehensions, and inadequacies to the scrutiny both of himself and the group; and as the crutches of self-deception falter, the group offers itself as more substantive support. The group understands: all have trod the same path.

In the 1960's, when heroine moved from the slums to the suburbs, the country witnessed a virtual explosion of drug treatment centers; utilizing the volunteer ex-addict as the prime agent in rehabilitative efforts. While the starting point for these activities were the AA and Synanon, new methodologies were also developed. As the problem of middle class drug abuse proliferated, so did the communities support for the new treatment facilities. In many instances, the volunteer became a paid employee, and finally has his activities subject to the scrutiny of the more traditional professional.

As the professional entered the drug abuse picture, he found that success in treatment depended to a large extent on his learning the techniques employed by the ex-addict practitioner. Thus, the creators of successful treatment techniques found themselves in the peculiar position of being simultaneously tutors and subordinates of the older professionals. Finally, as these treatment centers received insurance compensation for their services, questions were inevitably raised regarding the credentials of treatment personnel. There was a concurrent movement within the states to regulate the activities of these centers through a licensing mechanism. Credentialing and licensing are obviously designed to assure competence and quality, but they are also a threat to the creative genius that gave these centers life.

The solution to these twin threats can be met only through academia, through their degree granting authority. Degrees purportedly represent the attainment of various levels of expertise in both generic and specific terms.

BACKGROUND OF THE PRESENT PROGRAM

Our collective endeavor is an attempt to approximate on a national basis the National Institute of Drug Programs (NIDP) effort at Marjorie Webster Junior College, Washington, D.C. This program, launched in 1971, was to prepare substance abuse workers for advancement, not only in the substance abuse industry, but also in the broader area of human services. Altogether, the Marjorie Webster program graduated more than 200 AA degree students in this first of a kind educational program.

> "Much time and human energy had to be spent in the first year of the NIDP program's operation to identify exactly what it was that ex-addicts, already employed by local drug treatment programs, needed to learn to move out of their counseling jobs into administrative positions or into other areas of the human services. This information was needed to build a program that could be formally accredited in order to have value in the economic marketplace.
>
> During the second year of the Institute's operation, it became evident to those responsible for preparing the curriculum that the educational program being developed could have application to experienced paraprofessionals in other human service fields. Students would not have to be former drug abusers to benefit from participation in the program."

"The NIDP program that has evolved over the past four years has enabled the drug abuse field to make a positive contribution to the emergence of an educational model that can be adapted for use by any educational institution to train much-needed workers for other human service fields. But this has been a happy, unexpected result.

In the beginning, the most that was hoped for by the Office of Economic Opportunity, when it asked that such a program be designed and delivered by NIDP, was that people who had overcome their addictions and were making positive contributions to drug treatment programs would get an opportunity to learn new techniques that could be used in their work.

OEO further hoped that some of them might gain sufficient expertise in the management and administration of drug treatment programs to be able to advance their own careers by moving into other areas of work. This type of career development was a high-priority aim of OEO and the War on Poverty.

This goal has been accomplished by the National Institute of Drug Programs and its current sponsor, the National Institute on Drug Abuse. The curriculum and learning activities currently being presented by NIDP have proven more than adequate to prepare personnel in drug abuse treatment programs to advance on their jobs or to move into other areas of work. Ex-addicts who hold the A.A. in Health and Mental Health Services from NIDP are well prepared to assume positions of leadership in the drug abuse treatment "industry," to continue their education at the bachelor's-degree level, and to provide drug treatment programs with the advanced leadership they need.

But the NIDP program has achieved much more than that. Over its four years of development, the A.A program has acquired transferability, as it stands, for use in any college or university for educating workers in any human service field. It is especially applicable for educating workers who have been able to contribute effectively to the provision of human services but who lacked the traditional credentials required for advancement to positions of leadership in human services, or housing.

The NIDP program is geared primarily to the educational needs of older, experienced workers. Indeed, it is probably inapplicable for students just out of high school, since these young people have not had the experience required to enable them to benefit from" even the initial courses offered by NIDP."[2]

For those interested in pursuing this subject further, the Center For Human Services report has been disseminated to each institution. As new institutions join us, they will be provided with the entire four volumes reflecting the Marjorie Webster endeavor.

GOALS AND OBJECTIVES

Crucial to the success of any academic endeavor is the formulation of realistic goals and objectives. Our efforts in this regard proved to be one of the most arduous chores undertaken, in spite of the valuable assistance accorded us by The Center for Human Services, The Career Development Center, and the access that these organizations afforded us to the NIDP pilot program at Marjorie Webster Junior College.

The Marjorie Webster program was based upon modularized instruction not lodged in the context of traditional course offerings with which most of us must work. Further the Marjorie Webster program operated under single-institution auspices, while our endeavor is a multi-institutional effort; each with its own unique problems, prohibitions, and constraints.

The most feasible approach to providing a unified program for highly diverse institutions appeared to be in adopting common goals and objectives to provide a common learning inventory for all of our students and at the same time to permit and encourage wide institutional latitude in their implementation. This was the approach that the Consortium Curriculum Developers agreed to take.

Having agreed on the means of providing unity in diversity, our next task was to determine those essentials of a Human Services program around which we could develop goals. Such a model was provided by Dr. Stephen H. Glenn, of the Center for Human Services. (A schematic of the Glenn thesis with an explanation of same has already been provided to participating institutions). The goals to subsequently appear are a direct derivative of this guide.

Creating objectives around the goals, however, proved to be more difficult than the project staff envisioned, and at our second national conference the curriculum developers incorporated into the objectives planning design the Roles of the Generalist, by Dr. Bertram Brown of the National Institute of Mental Health. A summary of these role statements follows:

1. Outreach (human link) worker -- reaches out to detect people with problems, to refer them to appropriate services and to follow them up to make sure they continue to their maximum rehabilitation.

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[2] A Report on The National Institute for Drug Programs and The First Year Curriculum, Vol. I, pp 1-3, Unpublished, Center For Human Services, Chevy Chase, Md., 1975.

2. Broker -- helps people get to the existing services and helps the services relate more easily to clients.

3. Advocate -- pleads and fights for services, policies, rules, regulations, and laws for clients.

4. Evaluator -- assesses client or community needs and problems whether medical, psychiatric, social, educational, etc. This includes formulating plans and explaining them to all concerned.

5. Teacher-Educator -- performs a range of instructional activities from simple coaching to teaching highly technical content directed to individuals or groups.

6. Behavior Changer -- carries out a range of activities planned primarily to change behavior, ranging from coaching and counseling to casework, psychotherapy, and behavior therapy.

7. Mobilizer -- helps to get new resources for clients or communities.

8. Consultant -- works with other helping persons and agencies regarding their handling of problems, needs and programs.

9. Community Planner -- works with community boards, committees, etc., to assure that community developments enhance positive mental health and self and social actualization, or at least minimizes emotional stress and strains on people.

10. Care Giver -- provides services for persons who need ongoing support of some kind (i.e., financial assistance, day care, social support, 24-hour care).

11. Data Manager -- performs all aspects of data handling, gathering, tabulating, analyzing, synthesizing, program evaluation and planning.

12. Administrator -- carries out activities that are primarily agency or institution-oriented rather than client or community-oriented (budgeting, purchasing, personal activities, etc.).

13. Assistant to Specialist -- this role is kept since there is undoubtedly some need for aides and assistants to the existing professions and specialities.

14. Clerical -- performs primarily secretarial/receptionist-type duties in a Human Services setting but job does not relate directly to mental health functions.[3]

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[3] From New Human Services Review, Vol. 1, #5, May 1975, pp 4-5.

Before proceeding to the goals and objectives the reader should bear the following in mind:

1. The goals and objectives reflect consortial consensus (unless otherwise stated) at this time. With greater access to drug abuse and/or human services facilities, and a widening of consortial experiential background we can anticipate significant modifications.

2. The goals and objectives are confined to but two areas of the students' total academic experience, the generic Human Services and the Drug Abuse component.

3. They are not definitively stated. Greater definitiveness and measurability will emerge as each institution begins to implement objectives either through its own initiatives or through the utilization of consortium developed learning supplements.

STRUCTURAL GOALS

Each institution in the consortium in the furtherance of common ends commits itself to the following:

1. To meet the general education and transfer requirements of institutions.

2. To provide (measurable) credit for work or experience-related learning.

3. To assist students in developing responsibility for their own learning experiences.

4. To provide a balanced learning program (theory - application).

5. To provide for different learning modes and styles consistent with each student's needs.

6. To provide variable modular learning and credit opportunities.

KNOWLEDGE AND SKILL GOALS

Upon completion of the Program the student will be able to:

1. Recognize and describe sources and symptoms of problem dependencies.

2. Recognize how social, economic, cultural, and subcultural factors influence the behavior and needs of individuals and groups.

3. Recognize the role of emotions and values in providing and resolving human problems.

4. Recognize, identify, and employ selected principles of a helping relationship and the theory and procedures of the major therapeutic modalities employed in selected human services agencies.

5. Communicate employing terminology appropriate to the agency, helping professions, and diverse elements within the community.

6. Recognize and appreciate the necessity of ethical considerations in human services.

7. Demonstrate a constructive sensitivity toward the consumer of human services.

8. Demonstrate an understanding of human services organizations and their operational assumptions.

9. Display an attitude of positive skepticism toward the operating assumptions of the human services agency with which he is associated.

10. Recognize the principles and theories of habilitation as they impact upon the helping relationship.

11. Recognize the principles and dynamics of personal, social, and cultural change.

12. Read, interpret, and assess sociological and psychological data.

13. Identify his personal strengths and weaknesses.

14. Define and analyze a problem and test alternative solutions.

15. Assess and use local community resources.

16. Facilitate agency functioning through an understanding of appropriate administrative/management procedures.

17. Demonstrate proficiency in those emergency life saving techniques common to selected human services agencies.

18. Maintain necessary records and files and to perform those routine clerical functions demanded of a human service facility.

19. Conduct an intake interview.

20. Under professional supervision, conduct a therapeutic group session.

21. Under supervised authority, engage in a counseling session.

22. Participate in administrative decision-making.

GENERIC HUMAN SERVICES OBJECTIVES (1-133)

1. The student will be able to evaluate and assess his personal values and prejudices in terms of his effectiveness in a vocational role involving helping relationships.

2. The student will be able to work with others in ameliorating problems of dependency.

3. The student will be able to help a client identify his needs.

4. The student will be able to help clients identify agencies from which they may receive assistance.

5. The student will be able to describe the data that a given agency requires included in a client's records.

6. The student will be able to explain why certain data should be obtained in an intake interview.

7. The student will produce in writing, synopses of dependency. problems for referral purposes.

8. The student will be able to assess the clarity and completeness of a case write-up.

9. The student will be able to utilize effective communication skills in a supervised role-playing-counseling situation.

10. The student will be able to assess his/her ability to communicate effectively in a counseling interview and to identify those areas in which he/she needs improvement.

11. The student will be able to describe the necessary conditions of a counseling relationship that results in client learning and behavior change.

12. The student will be able to explain the principles of selected helping relationships.

13. The student will be able to adapt those principles of a helping relationship to a particular problem dependency.

14. The student will memorize the APGA code of ethics.

15. The student will be able to challenge and/or defend elements of the APGA code of ethics.

16. The student will be able to explain the role played by emotions

and cultural orientations as a controller and modifier of human behavior.

17. The student will be able to explain the role of emotions and cultural orientations on the development of client needs.

18. The student will explain the role played by emotions and cultural orientations in group dynamics.

19. The student will be able to select from a series of value orientation descriptions the description that most closely approximates his/her own.

20. The student will be able to state a number of personal characteristics that he/she dislikes in others and in himself/herself.

21. The student will be able to explain how his personal preferences relate to his cultural conditioning.

22. The student will be able to state and explain the components of one's perceptual field.

23. The student will analyze a given situation from the point of view of an individual with a specified concept of reality.

24. The student will be able to explain the uses of the following psychological inventories: WAIS, WISE, MMPI, GATB, TAT, Rorschach, and Strong.

25. The student will be able to explain how the following factors influence one's self image: (a) general health (b) financial status (c) housing (d) educational level (e) religion (f) social class (g) ethnicity (h) selected community variables.

26. The student will be able to explain the essentials of group leadership.

27. The student will be able to assume leadership of a group.

28. The student will be able to list and explain selected intervention practices.

29. The student will be able to cite the increments and decrements of selected intervention practices.

30. The student will be able to explain the basic premises of the major therapeutic modalities.

31. The student will be able to work with other human services specialists in determining appropriate therapies for problem dependent persons.

32. The student will be able to assess which therapeutic

modality(ies) is (are) most appropriate in a given situation.

33. The student will be able to mobilize available resources within the community and the agency to provide alternative therapies to different dependency populations.

34. The student will be able to define and explain selected common terms associated with major therapeutic modalities.

35. The student will be able to design, implement, and evaluate a given treatment plan.

36. The student will be able to lessen the effect of a problem dependency on a given client.

37. The student will be able to define positive and negative reinforcement.

38. The student will be able to discuss the ways in which positive and negative reinforcement can be used to change behavior.

39. The student will be able to define rational-emotive therapy.

40. The student will be able to describe the degrees of awareness that clients achieve through rational-emotive therapy.

41. The student will be able to define assertiveness training and explain its purposes.

42. The student will demonstrate an understanding of the steps involved in assertiveness training, in supervised situations, and will be able to identify specific areas in need of development.

43. The student will be able to explain the factors that should be included in a treatment plan.

44. The student will be able to explain the roles and functions of selected human services agencies in his/her community.

45. The student will be able to describe and assess the effectiveness of selected human services agencies in the community.

46. The student will be able to identify specific agencies/resources within the community concerned with problem dependent persons.

47. The student will be able to explain the operating assumptions of selected human services agencies.

48. The student will be able to indicate through his/her behavior that he/she is sensitive to the operating assumptions of the agencies with whom he/she must cooperate.

49. The student will be able to evaluate policies and procedures of selected human services agencies in terms of (a) morale (b) acquisition of resources (c) meeting client's needs.

50. The student will attend meetings and other appropriate activities of potential servicing agencies.

51. The student will be able to identify those individuals who can offer professional and other services within the Human Services area.

52. The student will demonstrate his ability to match problem dependencies with appropriate outside resources.

53. The student will develop a functional referral process that includes when, where, and why to refer a client.

54. The student will be able to explain how similarly oriented community services agencies might be mobilized to achieve more effective service deliveries.

55. The student will be able to devise a plan providing for more mutually beneficial interaction between the various elements of the human services industry within his community.

56. The student will develop and employ criteria to assess gaps in human services within his community.

57. The student will develop criteria for assessing local community resources.

58. The student will be able to identify target populations for specific human services agencies, and formulate plans of action to reach them.

59. The student will be able to analyze a specific agency's success in offering remediation services and to suggest alternative ways in which service delivery can be improved.

60. The student will demonstrate competencies, according to agreed upon criteria, in the following areas: (a) evaluating client problems (b) determining financial eligibility (c) orienting new clients to the human services agency (d) conducting intake interviews.

61. The student will determine the educational opportunities available for human services personnel in his community.

62. The student will determine the educational needs of human services personnel, and devise a plan for meeting those needs.

63. The student will be able to evaluate how well a given agency is performing its manifest function(s).

64. The student will identify the latent functions of a given agency and evaluate their effects on the manifest functions of said agency.

65. The student will be able to state the basic rules and regulations, policies and procedures that govern the operation of selected agencies.

66. The student will be able to articulate to the proper authorities those agency policies and procedures that are in need of alteration.

67. The student will explain how one can obtain information on federal, state, and local policies and regulations that relate to human services agencies.

68. The student will be able to state instances in which he or the agency are vulnerable to criminal and/or civil action re: relations with clients.

69. The student will be able to explain the legal rights and responsibilities of all parties when dealing with other organizations and agencies.

70. The student will be able to state the circumstances under which it is mandatory that confidentiality be maintained.

71. The student will be able to explain when one should recognize that his ethical commitments conflict with the policies and procedures of the agency.

72. The student will explain the ethical considerations involved in making social policy and determining procedures.

73. The student will be able to explain the ethics of confidentiality relating to personnel practices, clients, employer-employee relationships, and the decision-making process.

74. The student will be able to discuss the significance of specific legislative acts, state and national, as they relate to the remediation of problem dependencies.

75. The student will be able to trace the evolution of the remedial approaches for problem dependent persons.

76. The student will discuss several approaches to ameliorating problem dependencies and evaluate each in terms of economic and social consequences.

77. The student will be able to discuss the accelerating rate of social-cultural change to the rising rate of problem dependencies.

78. The student will be able to define and explain the following

concepts: (a) Cultural Change (b) cultural lag (c) Cultural Shock (d) Acculturation (e) Revitalization movements (e) Naturistic movements.

79. The student will be able to discuss the factors that bring about socio-cultural change.

80. The student will be able to articulate those social and economic forces that impinge on the present and future operation of selected agencies.

81. The student will be able to plan for needed resources in order to meet emerging needs within the community.

82. The student will be able to identify and participate in the activities of those community action groups addressing themselves to changes in the area of human services.

83. The student will be able to collect data from varied and significant sources as it pertains to an understanding of and the resolution of specific human problems.

84. The student will be able to analyze the economic status of the community.

85. The student will be able to identify the major problem areas within the community and the resources available to attack them.

86. The student will be able to explain the relationships between human behavior and the social, cultural, and economic environments.

87. The student will be able to explain the varied social systems within the community.

88. The student will communicate the needs of the various sub-cultures within the community to the broader society.

89. The student will identify and explain the major economic and social pressures exerted on the various sub-cultures within the community.

90. The student will identify national and local advocacy groups and the causes that they embrace.

91. The student will establish contact with representatives of various sub-cultures and explain how the sub-culture can benefit from the services offered by specific agencies.

92. The student will be able to ascertain the various groups, ethnic and professional, whose terminology it is necessary to learn.

93. The student will be able to communicate effectively with all groups with whom he works.

94. The student will define and state in appropriate terms the needs of the agency to other agencies and the general public.

95. The student will be able to identify possible community supporters of agency efforts.

96. The student will be able to identify those individuals who can offer professional and other services to a given human services agency.

97. The student will indicate through his actions that he accepts the assumption that human service workers are components of a team effort.

98. The student will indicate through his actions that he is sensitive to the unique needs of the client and will assure, within the limits of his position, that others display this same sensitivity.

99. The student will be able to identify possible funding sources for human services activities and participate in the writing of a grant proposal.

100. The student will demonstrate an ability to employ alternative approaches and resources to agency and client problems.

101. The student will assist the organization in the development of alternative solutions to problems.

102. The student will, according to specified criteria, evaluate his and others workload, productivity, and effectiveness.

103. The student will be able to perform basic office and clerical functions.

104. The student will be able to discuss the cultural factors associated with different problem dependencies.

105. The student will be able to identify and explain: (a) status (b) role (c) role expectations (d) status conflict (e) role conflict.

106. The student will be able to state and explain the relationships that exist between client and agency at selected human services agencies in his/her community.

107. The student will be able to work with various ethnic and racial groups in defining and ameliorating human problems.

108. The student will be able to articulate the needs of the human services consumer in his community and determine how well those needs are being met.

109. The student will be able to explain the sources and symptoms

of problem dependencies.

110. The student will list and describe a given number of problem dependencies.

111. The student will be able to explain how particular problem dependencies influence relationships between the practitioner and the client.

112. The student will be able to develop a plan for personal growth.

113. The student will be able to begin to implement a plan of personal growth and develop alternative plans.

114. The student will be able to assess his progress toward his goals.

115. The student will be able to make modifications of his growth plan based on assessment of progress to date.

116. The student will be able to use those instructional methods best suited to his ability and personality.

117. The student will be able to use those instructional methods most appropriate to the group.

118. The student will be able to utilize selected principles of learning theory.

119. The student will be able to explain the basic tenets of selected learning theories.

120. The student will be able to indicate through his academic performance that he employs sound study habits.

121. The student will be able to use, in practical situations, the recognized steps in problem solving.

122. The student will be able to use effective means of motivation in the learning process.

123. The student will be able to effect change in a learning situation.

124. The student will be able to write summaries of specific activities to indicate his effectiveness as a listener.

125. The student will be able to explain the significance of selected relevant literature in selected human services areas.

126. The student will be able to analyze selected research studies according to a criteria provided by the instructor.

127. The student will compile a bibliography on a human service

topic of his/her choice.

128. The student will be able to assist the agency or department in the preparation of its budget.

129. The studenet will be able to participate on a proposal-writing team.

130. The student will be able to perform the basic function of general record-keeping.

131. The student will be able to evaluate the quality of the relationships that exist between the clients and a given human services agency.

132. The student will be able to use the principles of MBO or other management systems in assessing the work of the agency.

133. The student will be able to use feedback gained through MBO to improve his own planning techniques.

DRUG ABUSE TRACK OBJECTIVES (134-189)[4]

134. The student will be able to define the following terms: (1) habituation (2) addiction (3) stimulants (4) depressants (5) hallucinogens (6) narcotics.

135. The student will be able to define the term "Drug Use" and explain why this term is more functional than the term "Drug Abuse."

136. The student will list several chemical substances, widely used and with no medicinal qualities, that impair one's physical or mental state, and are not popularly conceived of as "abused substances."

137. The student will describe several deleterious effects, physically and/or psychologically, of several substances not generally conceived of as "abused substances."

138. The student will be able to explain the extent of substance abuse in the United States by utilizing several different studies.

139. Through the use of selected community resources, the student will determine the social and economic costs of substance abuse within his community.

140. The student will be able to list and explain the five categories of drug users as delineated by the National Commission on

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[4] The Drug Abuse Track Objectives are currently before curriculum developers for their consideration and/or abridgment-amendment.

Marihuana and Drug Abuse.

141. The student will be able to explain the attraction of the Drug Culture to American youth.

142. The student will be able to explain the function of drug use by various categories of users.

143. The student will be able to compare drug use in the United States with that of other urban industrial societies.

144. The student will be able to compare drug use in the United States with selected traditional societies (historical or contemporary).

145. The student will be able to formulate a reasonable hypothesis explaining why drug use took certain forms in traditional societies and other forms in urban industrial societies.

146. The student will be able to discuss the varied meanings that drug use has for individuals in the dominant culture and selected sub-cultures in the United States.

147. The student will be able to explain the role of the family and the peer group in the promotion of drug use in the United States.

148. The student will be able to explain how selected agents of socialization (the church, the school, the mass media) influence drug use.

149. The student will be able to explain how the abundant society contributes to drug use.

150. The student will be able to explain how selected societies holding transcendent values deter the use of drugs.

151. The student will be able to locate significant and relevant data on drug use.

152. The student will be able to evaluate sociological and psychological data relating to drug use.

153. The student will be able to formulate a reasonable hypothesis as to how people who are non-users can remain non-users of drugs.

154. The student will be able to formulate a reasonable hypothesis as to how people who use drugs can become non-users.

155. The student will be able to explain the role that culture plays in the individual's selection of the kinds of drugs used.

156. The student will be able to explain those psychological factors that lead individuals to use drugs.

157. The student will be able to explain selected modalities in the

treatment of the drug user.

158. The student will be able to contrast the treatment of heroine addicts in the United Kingdom with the treatment available in the United States.

159. The student will be able to contrast the rationales, theories, and procedures that are associated with various modes of therapy available for drug users in the United States.

160. The student will be able to implement, within the limits circumscribed by the facility with which he is associated, selected treatment modalities for drug users.

161. The student will be able to evaluate his success in implementing a drug treatment modality.

162. The student will evaluate the effectiveness of selected drug prevention programs.

163. The student will design and implement a drug prevention program, within the limits curcumscribed by individual and local conditions.

164. The student will be able to identify and discuss selected individual or community programs specifically designed as alternatives to drug use.

165. The student will be able to identify and discuss the elements and characteristics of effective counseling of substance abusers.

166. The student will be able to employ a counseling technique appropriate to the needs of a specific substance abuse client.

167. The student will be able to evaluate the effectiveness of a group counseling session.

168. The student will be able to describe the symptoms of an individual experiencing overdose from a specific drug.

169. The student will be able to render emergency life saving procedures to an individual experiencing overdose from a specific drug.

170. The student will be able to name the individuals and agencies that should be contacted in an overdose situation.

171. The student will be able to explain both the long range and short range physical and psychological consequences of overdose on specific drugs.

172. The student will be able to explain those qualities of family life that promote problem dependencies.

173. The student will be able to evaluate a specific family, explaining those aspects that promote adequate habilitation and those aspects that promote problem dependencies.

174. The student will, within the limits of individual or local constraints, assist a family in recognizing and ridding itself of those aspects of family life that lead to problem dependencies.

175. The student will, within the limits of individual or local constraints, counsel a family into embracing patterns of interaction that retard the development of problem dependencies.

176. The student will be able to explain those elements of a self-image that can lead to drug use.

177. The student will, within the limits of individual or local conconstraints, work directly with a substance abuser in altering his/her self-concept.

178. The student will be able to explain the social, psychological and legal consequences of drug use.

179. The student will be able to explain the significance of selected and national laws, as they apply to the operation of substance abuse treatment and education agencies.

180. The student will be able to cite and explain the significance of selected state and national laws and Supreme Court decisions as they apply to the drug offender.

181. The student will be able to evaluate the consequences to the individual and society of selected state and national laws as they apply to the drug offender.

182. The student will be able to explain the kinds of treatment, rehabilitation, and treatment programs that the national and state governments have supported.

183. The student will be able to formulate a reasonable hypothesis as to what ideally would be the best modalities that government should support from the point of view of the individual drug abuser and of society.

184. The student will be able to explain how the problem of drug abuse relates to other problem dependencies.

185. The student will be able to discuss the role that drugs have played and continues to play in the area of international relations.

186. The student will be able to discuss the means employed by the United States to curtail the production and distribution of selected substances in various parts of the world.

187. The student will be able to discuss the evolution in American thought of the substance abuser from "moral degeneracy" to problem dependency.

188. The student will be able to historically trace the transition from incarceration to treatment for the substance abuser.

189. The student will be able to discuss the pharmacological aspects of selected abused substances.

IMPLEMENTING OBJECTIVES

Each of the original eight consortium colleges, and the two adjunct institutions has been supplied with a quantity of Objective Analysis Sheets, a copy of which appears on page 24. The purpose of the Objective Analysis Sheet is to aid institutions in determining the following: (1) Objectives that are presently integral parts of existing courses (2) Objectives that can be incorporated into existing courses (3) Objectives that are within the scope of the community college, but cannot be incorporated into existing courses, and (4) Objectives that are beyond the transfer capabilities of the institution.

The objectives lodged under column 1 pose no significant problem to the institution. Column 2 objectives suggests areas in which supplemental modules should be created, by the institution if they appear singularly and by the consortium if they appear multiplely. Column 3 suggests those areas to which the consortium or the institution should consider the creation of new course(s). Column 4 suggests referal of objectives to higher instructional levels. Objective analyses from five participating colleges are found in Addendum I.

Since the number of students enrolled in the Human Services/Drug Abuse program at each institution is currently estimated at between 25 and 50, and since these students will probably be full-time employees of a substance abuse facility scattered throughout the college service area, the more external that we can make the instruction the better will their needs be served. The number of students involved in the program limits the role that TV and Radio instruction will play in the achievement of their specialized educational goals. The most efficacious way of providing students with course supplements and specialized new course offerings therefore appears to be in an adaption of the Life Lab program, used widely and successfully at Miami-Dade for a number of years to these unique ends.

MIAMI-DADE LIFE LAB PROGRAM

The Life Lab program began on the Downtown Campus of Miami-Dade Community College in 1971 as an alternative to traditional classroom instruction by offering more individualized approaches to the achievement of an AA degree. The program is interdisciplinary and emphasizes the development of personal awareness and interpersonal skills. While the program is interdisciplinary, the learning activities that the individual selects are such that they do meet the requirements of specific courses at Miami-Dade Community College. The specific courses for which Life Lab currently offers credit are included at the end of this section.

Life Lab employs no exclusion policies regarding its student personnel, except that imposed by the size limitations of its professional staff.

Students desiring to enter Life Lab are given a Life Lab Fact Pack explaining the philosophy of self-directed study. After digesting

OBJECTIVE ANALYSIS SHEET - COLLEGE ________

Column 1 - Integral Part Of Following Course(s)
Column 2 - Can Easily Be Incorporated Into Following Course(s)
Column 3 - Within Scope Of Community College But Cannot Be Incorporated Into Existing Course
Column 4 - Objectives Are Beyond Transfer Capabilities Of Our Institution

Objective #	Column 1	Column 2	Column 3	Column 4

the "Fact Pack" the student talks to one of the Staff Programmers, and fills out an application and a curriculum planning document. New students must participate in a series of conveniently scheduled orientation sessions. As the prospective student becomes more aware of the demands of self-planned, self directed, learning he decides if Life Lab is an appropriate learning medium for him.

Upon entry in the program, the student must take two courses: SOP 210 Human Relations and EDF 205 American Education in Transition. The catalog descriptions of these courses are as follows:

SOP 210 Human Relations

> Emphasizes an awareness of the problems of man's relationship to his fellows, and the known laws and generalizations about the action patterns of individuals and groups. Effort is made to develop an awareness of the techniques of effective interpersonal relations. (3 hr. lecture)

EDF 205 American Education in Transition

> The major areas of change and potential change are reviewed with emphasis on the present and future. Topics include finance, management, public attitudes, instruction, curriculum, and the role of the teacher. The course is designed to provide teachers and prospective teachers with insight concerning directions American education is currently taking. (3hr. lecture)

While entry in the program is based on personal choice by the student, it has been found that some catagories of students have a greater affinity for Life Lab experiences than others. Because of the nature of this enterprise, success in Life Lab depends on a high degree of self-motivation and self-discipline, qualities that are found in a minority of the student population. Experience has indicated that somewhat older students, employed and/or with a family, are ideal candidates for this program and it is this kind of student that we anticipate enrolling in our Human Services/Drug Abuse program.

The nature of the program is such that students interested in the Behavioral Sciences and in the broad area of human services will find Life Lab more compatable with their needs than will students who are oriented toward other academic areas. Since such content will be a significant part of our program, Life Lab again appears to be an ideal medium for our purposes. While Miami-Dade Community College makes it possible to acquire all credits requisite for an AA degree through Life Lab, most students in the program take some courses through traditional modes of instruction. Sometimes this decision is incorporated into a contractual arrangement between the student and the Life Lab advisor.

Life Lab is administered by three Associate Directors (also known as Coordinators) who equally share the administrative supplement provided by the college. Each Associate Director also has student-contact responsibilities. The current staff includes nine additional full-time professionals, (1) para-professional, and (2) part-time professionals, ranging from kindergarten teachers to social workers. All of these personnel have a single designation, program advisors.

The program advisor acts both as an academic and personal counselor to the student. It is the task of the program advisor to assist the student in developing his learning contract, and to monitor the contract through its completion. The program advisor must avail himself to frequent informal experiences and activities. Additionally, the program adviser must identify and develop the learning resources and activities used in the program. To a large extent, the program advisor's role parallels that of the program manager described at a later point in this document. The number of students allocated to each program adviser currently ranges from a maximum of 40 to a minimum of 10. The number of students assigned to each program advisor depends on whether the advisor is full time or part-time and whether the instructor shares in the administrative responsibilities for the unit.

All program advisors have been carefully selected. They must be individuals who share the Life Lab philosophy, and who can function effectively in an open academic environment. In fact, this ability is felt to be more significant than specific academic training. Paraprofessionals working in Life Lab are individuals who are products of the program and who have earned their AA degree. No distinction in status, except pecuniarily, pertains between the paraprofessional and professional in this program. Outside persons, including community persons, and Life Lab faculty, are utilized as consultants, workshop participants, resource persons, and lecturers.

Our endeavor should involve wide utilization of the expertise possessed by human services practitioners within the communities wherein our program is offered. It is assumed that such personnel will be invaluable in the practical aspects of our student's educational progress. The National Institute of Drug Abuse has committed itself to securing maximum participation of regional state, and local substance abuse personnel in the furtherance of our program goals. Through these efforts we will be able to incorporate adjunct instructional assistance and utilize them as is currently done by Life Lab.

Credits awarded are based upon the student's completion of a contractual obligation specified in the Life Lab Study Contract. The student is limited to three courses, not to exceed 16 semester hours credit. Upon completion of the student's contractual obligations, the student is awarded a grade of "B". There are options available to the student however, which will permit him to earn up to 50% of his Life Lab work with the grade of "A".

Students who participate in Life Lab are expected to purchase the following Life Lab publications: Learning Resources Encyclopedia (a listing of A/V resources available at Miami-Dade Community College, local and national resource persons and free publication, field trip possibilities, books, and an annotated listing of Life Lab advisors). Learning Activities Workbook (with such information as "How To Keep A Personal Journal," guidelines for giving feedback, questionnaires on self-awareness, group process, tape workshops, tape directed field trips, etc.) and Competency Based Learning Workbook (a catalog of specific competencies and specific resources, with specific references to printed matter and Life Lab Audio Tapes for meeting the competencies).

The above documents have been distributed to all consortium and adjunct members, and will be available to others as they join our endeavor.

Since the students' chief learning reliance on non-printed matter is through audio tapes, each participant in the Life Lab program is required to have a cassette tape recorder.

All activities engaged by the student in furthering his learning objectives are documented in his journal. From this journal the student will prepare an audio tape interim update of his progress, and upon meeting all of his contractual obligations a final taped update will be made.

Any questions regarding Life Lab or requests for Life Lab documents can be obtained through

Mr. James E. O'Connor
Project Director,
Human Services/Drug Abuse
11011 S.W. 104th. Street
Miami, Florida

Below are listed courses for which students may satisfy objective requirements through Life Lab participation.

COURSE		COURSE TITLE	CREDITS
ANT	210	Intro to Phys Anthrop	3.0
ANT	220	Intro Culture Anthrop	3.0
ART	187	Art in Elem School	3.0
BIO	100	Fund of Biology	3.0
BIO	102	General Edu Biology	3.0
BIO	206	Natural Hist So Fla	3.0
COM	207	Imaginative Writing	3.0
COM	209	Imaginative Writing	3.0
ECY	101	Man and Environment	3.0
EDF	205	Amer Edu in Transit	3.0
EDU	101	Intro to Education	3.0
EIM	205	Intro Audio Visual	3.0
*ENG	120	English Composition	3.0
*ENG	121	English Composition	3.0
GEO	201	Conser/Nat Resources	3.0

COURSE	COURSE TITLE	CREDITS
GEY 101	General Ed Earth Sci	3.0
HEN 201	Health Education	3.0
HIS 253	Florida History	3.0
HUM 201	Humanities	3.0
HUM 202	Humanities	3.0
LIT 238	Contemporary Literat	3.0
LIT 242	Afro-Amer Literature	3.0
MAT 201	Gen Education Math	3.0
MUY 102	Music Skills	3.0
PHI 201	Intro to Philosophy	3.0
PHI 250	Philosophy/Religion	3.0
PHI 270	Intro Eastrn Philos	3.0
POS 204	American Federal Gov	3.0
POS 205	State & Loc Gov/Amer	3.0
PSY 102	Psych Career Adjust	3.0
PSY 211	Intro to Psychology	3.0
PSY 212	Dynamics of Behavior	3.0
PSY 241	Human Growth & Devel	3.0
REL 110	Relig/Old Testament	3.0
REL 112	Relig/New Testament	3.0
SOC 201	Intro to Sociology	3.0
SOC 202	Intro to Sociology II	3.0
SOC 210	Social Problems	3.0
SOC 220	Marriage & The Family	3.0
SOP 210	Human Relations	3.0
SOP 220	Human Sexuality	3.0
SPE 120	Fund of Public Speak	3.0
SSS 101	Social Science	3.0
SSS 102	Social Science	3.0
SSS 105	American Culture	3.0

*These courses may not be taken through Life Lab until the student demonstrates competence in writing.

ANTICIPATING THE STUDENT CLIENTELLE AND MEETING HIS EDUCATIONAL NEEDS

If our program is to be successful, we must recognize that it is intended for a quite unique student consumer; a consumer whose experiences have been such that his trust in the value of traditional education and its practioners has been seriously eroded. Personnel, procedures, and teaching strategies -- satisfactory for more orthodox students -- will only serve to enhance this student's alienation from the educational establishment.

What follows is an attempt to provide some assistance in anticipating the kind of student that will enroll in our program and to insure that the product that we develop is compatible to his unique needs. Our "Anticipation Guide" is based on the use of Experiential/Personality factors. The compilation of these factors is based on the Marjorie Webster experience in educating Human Services/Drug Abuse workers and conversations with officials of NIDA. Samplings of the experiences of professional educators in other metropolitan areas leads us to believe that our compilation possess sufficient general reliability for our consideration while at the same time recognizing that not all students will possess all of these factors. Some may possess none of them; others perhaps two or three. We believe, however, that a sufficient number of our student clients will have a sufficient number of these factors to justify their consideration in the product that is to be derived from our collective efforts.

1. Our students will be full-time employees of drug rehabilitation treatment, rehabilitation, or education programs. That the bulk of our students will fall into this category is virtually assured since the National Institute of Drug Abuse will coordinate recruitment activities with local agencies in each participating institution's area. Because our students will be fully employed, their opportunities to participate in campus-centered learning activities will seriously be curtailed, and we feel, gives added impetus to the wide use of the Life Lab model.

2. Our students will be entering our program either to maintain his current employment status, or to acquired credentials necessary for his career advancement. One of the prime purposes for establishing the consortial effort in this area was to meet the needs of the approximately 30 to 40,000 non-credentialed persons presently employed in substance abuse facilities throughout the country. The demand that they be credentialed is the result of a two-fold attack on their occupational status. One aspect of this attack is the present surplus of degreed personnel who are beginning to replace the non-degreed (but competent) worker from his occupational slot. The second thrust of this attack is from third-party payees who are increasingly insisting that payments represent services that are rendered by credentialed personnel. This factor should assure our reception of economically motivated students, who will likely seek all legitimate avenues to accelerate the achievement of their educational goals.

3. Our students will be older than the average community college student. The mean age of the Marjorie Webster student was 31. While age and psychological and emotional maturity are not necessarily concomitant to chronological progression, we feel safe in assuming that our students will possess sufficient maturity to actively participate in the development of their own individualized learning program. Sufficient latitude exists in the Life Lab model to accomplish this end.

4. A significant number of our students will either have a history of incarceration and/or a negative impression of the criminal justice system. This history or attitude will no doubt relate to the fact that many of our students will be former drug users. While obviously the institution has no obligation to condone the past behavior or attitudes of any of its students, it does appear that -- as far as feasible -- the student's contacts with instructional personnel holding opinions prejudicial to his educational progress should be minimized.

5. A significant number of our students will be familiar with the dynamics of human behavior, but lacking in the technical and academic jargon to explain it. Many of our students will probably be ex-abusers and will have had abundant experience in T-groups, encounter sessions, and other therapeutic activities that center around changing behavior. In many instances they will have led such groups. It is quite possible, therefore, that some of our students will lay claim to greater expertise in human behavior than that claimed by instructional personnel. Further, courses that concentrate too heavily on the mere ability to NAME, STATE AND DEFINE may have a tendency to alienate this kind of student and instructional personnel dealing with this category of student should have sufficient self-assurance to tolerate what might appear to others to be threats to their academic authority.

6. A significant number of our students will be from racial or ethnic minorities. Personnel involved with the educational endeavors of these students must manifest an acceptance of cultural diversity.

7. A significant number of our students will be wise in the ways of the street, but short on formal academic training. Many of our students, it is anticipated, will have less than a high school diploma. Their academic shortcomings will probably be most apparent in their writing activities. Coordination of the student's learning activities with English or remedial education specialists may be advisable. Instructional personnel repelled by the language of the street should have their contacts with this kind of student minimized.

8. A significant number of our students will be part of or emerging from a social environment that has provided maximum individual emotional support. This category of student will have recently emerged from a therapeutic community, or may be vocationally associated with one currently. Such communities offer a maximum of emotional support. The student is both a giver and a receiver, and will probably expect the same in his educational endeavors. It was this need that called for the creation of the role of program manager.

PROGRAM MANAGEMENT

Cardinal to the success of any organizational effort is the nature of its management. For most endeavors management models are extant that can be modified to fit any organizational needs. Enterprises that are truly innovative, however, deny us the opportunity of utilizing existing models to meet such exigencies. We believe that our collective creation, a national Human Services/Drug Abuse program falls into this latter category. It is unique. It is the first national attempt to create a Human Services/Drug Abuse program, with the ultimate goal of making this degree external. It's successful development and implementation will tax the managerial skill of each member institution.

Who the manager is, (if indeed there is to be a single manager at each instution) what his responsibilities are, what precise duties he assumes, are all questions to be determined on an institutional basis.

It is our hope, however, that each member institution carefully consider the nature of the program and the uniqueness of the clientelle in determining the kind of management that is imposed on the program.

At the first national meeting of curriculum developers we distributed a "Program Manager Description." The pressure of time was such, however, that the subject was not fully explored, since the membership generally felt that an exhaustive discourse at this point was somewhat premature. As we move closer toward the implementation of the program, however, it behooves us consortially and individually to give further thought to this subject.

In our view, program management should be a full-time, one-person, function. While the major function of this person would be in assuming the successful implementation of the program, he would have certain ancilliary consortial responsibilities as well. (These responsibilities will be discussed in the next section of this guide). Furthermore, as externality becomes a greater part of the total program, the difficulty of coordinating learning activities for students scattered throughout the serving area of the institution, will be compounded if this responsibility is dispersed among more than one individual.

DUTIES OF THE PROGRAM MANAGER

1. The Program Manager will be the academic counselor for all student participants. As such, he should have not only a thorough understanding of the Human Services/Drug Abuse program, but should also be sufficiently well-informed so as to advise the student on;

    a. higher academic transfer possibilities,
    b. prospects for employment, and at what capacities and what remuneration upon completion of associates, bachelors, and masters level,
    c. possible vocational avenues in other areas of the human services,
    d. opportunities to acquire academic credits for previously acquired learning experiences; CLEP, Credit-by-examination,

etc.

e. emotional and intellectual demands of the program and the field so that he can adequately advise students "into" and "out-of" the program.

2. The Program Manager will be an academic coordinator. In this role the program manager will coordinate the attainment of program objectives with appropriate non-institutional personnel in experiential learning situations. Part of the experiential learning will be in terms of practica, and part may well be incorporated into the strategies designed to meet specific course objectives in other areas of the program. Assumed in the above, are necessary on-site evaluative visitations, and the responsibility for assigning grades for same.

   Since the ultimate goal of the program is to provide the maximum external instruction within the capacity of the institution, the program manager will have the responsibility of coordinating the human services program needs with other academic area specialists both within the campus community and within the consortium.

3. The Program Manager will be an academic negotiator. In this role, the program manager will negotiate credit-by-examination procedures with other members of the college community and negotiate entry of his students either into specific courses or into significant and appropriate segments of courses in the fulfillment of consortium objectives. As the program moves toward greater externality, the program manager will have the responsibility of acting as an intermediary between the student and specific subject area specialists.

4. The Program Manager will be a provider of emotional and intellectual support for his students. We consider this role to be the most crucial played by the program manager. In fact, the whole concept of program manager was born from this role definition. As previously stated, we anticipate that a significant number of our students will have had extensive experience in a social setting that provided maximal emotional and psychological support. While our goal should be in terms of fostering socially acceptable, self-reliant personalities relatively free of problem dependencies, judicious care should be taken to assure that their academic environment is not abruptly different from their recent supportive experience. The kind of support that we are talking about is not permissive coddling; in fact, an overly permissive attitude on our part might well abort whatever habilitation progress the student has made to date. We must emphasize that learning is the student's responsibility, and that our role is to provide him with the means of meeting that responsibility; that the procedures for awarding grades in our program are as rigorously abided by as in other programs in the institution, but we will provide him with all the aid and assistance that the college offers in the furtherance of his educational goals.

   Our supportive role requires that the program manager be maximally availability to his students. He should specify those times that he is available for campus and telephone conferences, and he should plan for on-site student visitations. He should convey to his students the assurance that he is concerned with their educational progress.

ANCILLIARY RESPONSIBILITIES OF THE PROGRAM MANAGER

Every campus should have an individual who will assume the responsibility of developing program materials, not only for his campus operations but also for those objectives for which there is an acknowledged consortium need for learning supplements. If the program is ultimately to approach near total externality, this task could prove to be quite formidable. It will require close coordination with curriculum developers at other consortium institutions, as well as bachelor's and master's granting institutions. If the program is to be reflective of Human Services/Drug Abuse needs, we will have to work closely with professional personnel representing local, state, regional, and national interests in this endeavor.

All of these efforts will obviously result in numerous campus absences for the curriculum developer. Were the developer assigned traditional classroom teaching functions, the fulfillment of his developmental responsibilities would be jeopardized. The role of curriculum developer would offer considerably less interference with the program management roles previously discussed. In fact, the two roles are mutually reinforcing, and since management and development are to be obligations that each institution assumes, it would appear that the consolidation of the two roles into a single professional slot has much to commend it.

SELECTING THE PROGRAM MANAGER

The right of each participating institution to employ the personnel that they feel most competent to develop and implement the Human Services/Drug Abuse program is uniquely theirs. With no attempt to impose our views on the academic sovereignties comprising the consortium, we offer the following as suggested considerations for the role of Program Manager.

Candidates for this position should possess:

1. The capability of lending necessary emotional support to participants in the program.

2. A student-oriented teaching philosophy.

3. A broad academic background, especially in the area of the social and behavioral sciences.

4. A history of human service involvement. (Especially desirable would be specific experience with substance abuse rehabilitation programs).

5. Contacts with community Human Services agencies and personnel.
6. Broad contacts throughout the academic community.
7. A willingness to support every aspect of the program.
8. A superior ability to communicate.
9. A commitment to punctuality and professional responsibility.
10. A concern for detail, and a careful record keeper.

CONCLUSION

The content of this guide represents the collective wisdom of numerous agencies and individuals, as well as input from two national conferences attended by representatives of the eight participating and two adjunct community colleges (see acknowledgments). Any errors in reflecting the opinions and contributions of these individuals and agencies are the sole responsibility of the compilers of this guide.

We have attempted throughout this document to properly record those aspects of the program that have consortial approval, those that are being collectively considered, and those elements that the consortium has broached but, largely because of the pressure of time, have not had an opportunity to fully explore. If the compilers have erred in affixing the proper label to any aspect of this effort, they would appreciate being so informed.

It is hoped that consortium members will recognize this document for what it is; It is a first effort in putting forth a plan of action to establish a largely external associates degree in Human Services/Drug Abuse. As a first effort, it is highly tentative. We recognize, for example, that considerably more scrutiny is required of our objectives, and that prior to implementation we need to address ourselves to the competency needs of the agencies that we will service. Full exploration of these competencies must await decisions by the National Institute of Drug Abuse. At the proper time, we have been assured, avenues to determining these competencies will be open on a local, state, regional, and national basis.

If our enterprise is to have full professional potential, there will have to be participation by higher degree granting authorities, and this participation will necessitate the definition of more precise academic boundaries. When these boundaries are determined, there will be, doubtlessly, a redefinition of the community colleges' role in this common enterprise.

Our preliminary efforts in developing a national consortium for the creation of a Human Services/Drug Abuse program has been more fruitful than we had anticipated. We have achieved substantive agreement on the major elements of our common enterprise, certainly no mean accomplishment. We now stand at the threshold of implementation.

There is, however, much work ahead for all of us. We must examine our drug abuse objectives, and determine their adequacy. We must reassess positions already taken in the light of developments sure to occur. i.e., the input that those possessing field expertise in the Human Services provide us, and the delineation of academic parameters. We must begin to think about common needs, and the construction of common means to meet those needs. We need to devise some means of measuring and awarding academic credit for experiential learning.

Hopefully, the means to reassemble our group will shortly appear so we can continue with the maintenance of the consortium, complete the design of the curriculum, and enter the implementation phase.

ADDENDUM I

APPLICATION OF OBJECTIVES TO COURSE OFFERINGS AT FIVE CONSORTIUM COLLEGES

The following are objectives used by consortium members in completing analyses. The analyses were performed prior to the elimination of replicated objectives statements and editorial corrections by the project staff.

1. The student will be able to state and explain the components of one's perceptual field.
2. The student will analyze a given situation from the point of view of an individual with a specified concept of reality.
3. The student will be able to explain selected common terms associated with major therapeutic modalities.
4. The student will be able to explain the role of emotions as a controller and modifier of human behavior.
5. The student will be able to explain the role of value orientations as a controller and modifier of human behavior.
6. The student will be able to define positive and negative reinforcement.
7. The student will be able to discuss the ways in which positive and negative reinforcement can be used to change behavior.
8. The student will memorize the APGA code of ethics.
9. The student will be able to state the impact on human behavior of the following:
   a. environment, social and physical
   b. ethnicity
   c. genetics
10. The student will be able to explain the role and function of selected human services agencies in his/her community.
11. The student will be able to discuss the factors that bring about socio-cultural change in the U.S.
12. (a) The student will be able to describe selected non-traditional learning modes.
    (b) This is not a goal or an objective. It is a strategy.
13. The student will demonstrate competencies, according to an agreed upon criteria, in the following areas:
    a. evaluating client problems
    b. determining financial eligibility
    c. orienting new clients to the human services agency
    d. conducting intake interviews

14. The student will be able to maintain files of referral sources.

15. The student will be able to identify and evaluate by employing specified criteria the available community human services resources.

16. The student will be able to utilize effective communication skills in a supervised role playing counseling situation.

17. The student will be able to analyze selected research studies according to a criteria provided by the instructor.

18. The student will compile a bibliography on a human service topic of his/her choice.

19. The student will be able to select from a series of descriptions of value orientations the description that most closely approximates his/her own.

20. The student will be able to state a number of personal characteristics that he/she dislikes in others.

21. The student will be able to explain the above as they relate to his personal prejudices and/or cultural conditioning.

22. The student will demonstrate an understanding of the steps involved in assertiveness training, in supervised situations and will be able to identify specific areas in need of development, and skill in providing feedback.

23. The student will be able to evaluate the workload and productivity of himself/herself and others according to a given criteria.

24. The student will be able to demonstrate, in a supervised situation, competency in developing and/or maintaining procedures for record keeping.

25. The student will be able to evaluate the quality of the relationships that exist between the clients and a given human services agency.

26. The student will be able to perform basic office and clerical functions. (Note: According to definitions of MDCC, "Secretarial" implies an ability to take dictation and transcribe same.)

27. The student will be able to assist the agency or department in the preparation of its budget.

28. The student will list and describe a given number of problem dependencies.

29. The student will be able to design and implement a treatment

plan appropriate to the needs of a given client.

30. The student will be able to develop and implement a treatment plan appropriate to the life situation of a particular client.

31. The student will be able to discuss the cultural factors associated with different problem dependencies.

32. The student will be able to identify and explain:
    a. status b. role c. role expectations
    d. status conflict e. role conflict

33. The student will be able to identify and explain the agents of socialization and appraise the influence of these agents individually and collectively.

34. The student will be able to explain the basic premises of the major therapeutic modalities.

35. The student will be able to describe the degrees of awareness that counselors using rational-emotive therapy help their clients achieve.

36. The student will be able to describe the necessary conditions of a counseling relationship that results in client learning and behavior change.

37. The student will be able to define the following concepts: a) neurosis, b) psychosis, c) changing concepts of normality, d) transient situational disorders, and e) character disorders.

38. The student will be able to explain the uses of the following psychological inventories: WAIS, WISE, MMPI, GATB, TAT, Rorschach, and Strong.

39. The student will be able to develop a functional referral process, a process that includes the knowledge of when, where, and why to refer a client.

40. The student will be able to articulate the philosophy and goals of a given agency.

41. The student will be able to identify the habituation needs of the clientele who are served by the agency.

42. The student will be able to define the following concepts: a) cultural lag, b) cultural shock, c) acculturation, d) revitalization movements, and e) naturistic movements.

43. The student will be able to articulate his style of counseling and his limitations.

44. The student will be able to conduct a counseling interview.

45. The student will be able to write a case report.

46. The student will be able to apply selected principles of the helping relationship in an actual counseling interview.

47. The student will be able to establish a facilitation relationship with clients of culturally different backgrounds.

48. The student will be able to articulate his personal life goals in a concise manner.

49. The student will be able to explain how his values and prejudices affect his counseling style.

50. The student will be able to critique his own counseling tapes and give feedback to other students after hearing their tapes.

51. The student will be able to keep records as required by his agency.

52. The student will be able to lessen the major effects of the problem dependency(ies) on a given client.

53. The student will be able to evaluate the outcome of a given treatment plan.

54. The student will be able to evaluate the appropriateness of the treatment plan developed for the particular client.

55. The student will be able to, with input to the client, evaluate the success of the treatment plan in terms of behavioral outcomes (life changes).

56. The student will be able to state and analyze the misconceptions regarding client/agency, agency/client at selected human services agencies in his/her community.

57. The student will be able to assess which therapeutic modality(ies) is (are) most appropriate in a given situation.

58. The student will be able to evaluate the effects of emotional dispositions and value orientations on the development of client needs.

59. The student will be able to evaluate the effects of emotional dispositions and value orientations on the development of community needs.

60. The student will be able to evaluate the increments and decrements of selected intervention practices.

61. The student will be able to challenge and/or defend elements of the APGA code of ethics.

62. The student will be able to describe and assess the effectiveness of selected existing human services agencies in his/her community.

63. The student will be able to develop criteria for evaluating the effectiveness of a given human services agency.

64. The student will be able to evaluate how well a given agency is performing its manifest function(s).

65. The student will be able to identify the latent functions of a given agency and evaluate their effects on the manifest functions of said agency.

66. The student will be able to evaluate the impact of recent socio-cultural changes upon the human services facilities in his/her community.

67. The student will be able to evaluate one of the non-traditional learning modes he/she has used.

68. The student will be able to describe the data that should be obtained during an intake interivew.

69. The student will be able to describe the information that should be included in a treatment plan.

70. The student will be able to describe the data and information that a given agency requires to be part of each client's records.

71. The student will be able to assess, utilizing specified criteria, the effectiveness of a treatment plan.

72. The student will be able to assess his/her ability to communicate effectively in a counseling interview and to identify those areas in which he/she needs improvement.

73. The student will be able to assess the clarity and completeness of a case write-up.

74. The student will be able to assess, utilizing a specified criteria, the effectiveness of local human service agencies.

75. The student will be able to evaluate his present learning in terms of his long range goals.

76. The student will be able to evaluate and assess his personal values and prejudices in terms of the affectiveness of his helping relationships.

77. The student will be able to evaluate his and others, according to a specified criteria, workload, productivity, and effectiveness.

78. The student will be able to evaluate the overall functioning and management of his agency according to a specified criteria.

79. The student will be able to explain how the following factors influence one's self image and the image of a particular client: a) general health, b) financial status, c) housing, d) educational level, e) religion, f) social class, g) ethnic background, and h) selected community variables.

80. The student will be able to identify target populations and/or target clients and formulate plans of actions to reach them.

81. The student will be able to communicate with clients from different sub-cultures and help them understand how they can benefit from the services applied by a given human services agency.

82. The student will be able to help a client identify his needs.

83. The student will be able to help clients identify agencies from which they may receive help.

84. The student will be able to articulate the influence of his/her values and prejudices or his/her ability to reach new clients.

85. The student will be able to articulate the needs of the human services consumer in his community and determine how well those needs are being met.

86. The student will be able to maintain records of client contacts and referrals.

87. The student will be able to identify specific agencies/resources within the community concerned with problem dependent persons.

88. The student will be able to demonstrate the ability to match problem dependencies with appropriate outside resources.

89. The student will be able to demonstrate an understanding of the operating assumptions of selected human services agencies/resources.

90. The student will be able to examine the operational assumptions of an organization and to evaluate them in terms of actual performance.

91. The student will produce in writing synopses of dependency problems for referral purposes.

92. The student will inform the client as to where, when, how, and through whom assistance can be obtained.

93. The student will develop criteria for assessing local community resources.

94. The student will organize in such a way as to have readily available information on referral services.

95. The student will attend meetings and appropriate activities of potential servicing agencies.

96. The student will express understanding of the major economic and social pressures exerted on the various sub-cultures within the community.

97. The student will know how to communicate the needs of the various sub-cultures within the community to the broader society.

98. The student will express understanding of national and local advocacy groups and the causes that they embrace.

99. The student will know how to define and state in appropriate terms the needs of the agency to other agencies and the general public.

100. The student will know how to identify possible supporters of agency efforts.

101. The student will make contact with and mobilize efforts of supporters of agency needs.

102. The student will articulate to the proper authorities those agency policies and procedures that are in need of alteration.

103. The student will know how to recognize and articulate those social and economic forces that impinge on the present and future operation of selected agencies.

104. The student will be able to assess one's own strength within the organization in terms of bringing about necessary change.

105. The student will be able to analyze the agency's success in offering remedial services and to suggest alternative ways in which service delivery can be improved.

106. The student will be able to communicate effectively in oral and written form the need for greater community support of the agency.

107. The student will be able to mobilize similarly oriented community services agencies toward the achievement of more effective service delivery.

108. The student will be able to identify and participate in the activities of those community action groups addressing themselves to changes in the area of human services.

109. The student will be able to identify the major problem areas

within your community and the resources available in attacking them.

110. The student will be able to identify those problems peculiar to particular sub-cultures and the resources available for combating same.

111. The student will be able to mobilize available resources within the community and the agency to provide alternative therapies to different dependency populations.

112. The student will be able to adapt those principles of a helping relationship to particular problem dependencies.

113. The student will be able to utilize professionally correct terminology to secure resources for problem dependent persons.

114. The student will be able to evaluate human services policies and procedures in terms of securing needed resources.

115. The student will be able to plan for needed resources in order to meet emerging needs within the community.

116. The student will be able to employ alternative approaches and resources to agency and client problems.

117. The student will be able to communicate in oral and written form the resources needs of a given agency.

118. The student will be able to assess community resources in terms of determining gaps in services.

119. The student will be able to ascertain those agencies and individuals within the community capable of meeting the material needs of the agency.

120. The student will be able to identify those individuals who can offer professional and other services to a given human services agency.

121. The student will be able to secure adequate resources within the limitations imposed by the agency budget.

122. The student will be able to work with others in recognizing and describing symptoms of problem dependency.

123. The student will be able to collect data from a series of significant sources toward the resolution of specific human problems.

124. The student will be able to work with various ethnic and racial groups in defining and ameliorating human problems.

125. The student will be able to work with other human services specialists in determining appropriate therapies for problem

dependent persons.

126. The student will be able to recognize that consultative services are proffered on the basis of value biases.

127. The student will be able to employ appropriate language in dealing with different groups of people.

128. The student will be able to ascertain the various groups, ethnic and professional, whose terminology it is necessary to learn.

129. The student will be able to state when it is mandatory that confidentiality be maintained in cooperating with other agencies.

130. The student will be able to state the legal rights and responsibilities of the various parties involved when dealing with other organizations and agencies.

131. The student will be able to explain when one should recognize when one's own ethical commitments conflict with the policies and procedures of the agency.

132. The student will be able to observe and report on whether all who deal with the client are sensitive to his unique needs and aspirations.

133. The student will be able to indicate through his/her behavior that he is sensitive to the operating assumptions of the agencies with whom one must cooperate.

134. The student will be able to devise a plan for determining the educational services and their accessibility available to the human services worker.

135. The student will be able to work with others in ameliorating problems of dependency.

136. The student will be able to communicate personal and agency needs to others.

137. The student will be able to explain areas of mutually beneficial interaction between the various elements of the human services industry.

138. The student will be able to indicate through his actions that he accepts the assumption that human service workers are components of a team effort.

139. The student will be able to explain that while he is a component in a team effort his values may differ from those of his colleagues.

140. The student will be able to obtain information on the social systems of the community.

141. The student will be able to get information on the economic conditions of the community.

142. The student will be able to state the relationships [illegible] human behavior and social, cultural, and economic environments as it relates to planning in a specific community.

143. The student will be able to state the principles of social change.

144. The student will know how to obtain information on the social systems of the community.

145. The student will explain the role played by emotions in group dynamics.

146. The student will state and define selected terminologies of community planning as it relates to human services.

147. The student will use terminology peculiar to agencies with which he is working.

148. The student will explain the ethical considerations of making social policy and determining procedures.

149. The student will explain the structure and functions of formal organizations.

150. The student will explain how one can obtain information on federal, state, and local policies and regulations and how these relate to human services agencies.

151. The student will be able to use, in practical situations, the recognized steps in problem solving.

152. The student will be able to assist organizations to develop alternative solutions to problems.

153. The student will be able to assess effectiveness of alternative solutions.

154. The student will be able to communicate effectively with all groups with whom he works.

155. The student will be able to write summaries of specific activities to indicate his effectiveness as a listener.

156. The student will be able to explain the significance of selected relevant literature.

157. The student will be able to use the principles of MBO or other

management systems in assessing his work.

158. The student will be able to use feedback gained through MBO to improve his own planning techniques.

159. The student will be able to explain the symptoms of problem dependencies.

160. The student will be able to explain how dependencies influence teacher-student relationships.

161. The student will be able to explain the principles of a helping relationship.

162. The student will be able to explain the basic tenets of selected learning theories.

163. The student will be able to state the principles of determining base line data.

164. The student will be able to indicate through his academic performance that he employs good study habits.

165. The student will be able to explain the essentials of group leadership.

166. The student will be able to use those instructional methods best suited to one's ability and personality.

167. The student will be able to use those instructional methods most appropriate to the group.

168. The student will be able to use community resources in the teaching process.

169. The student will be able to determine the effectiveness of community resources in the teaching process.

170. The student will be able to utilize selected principles of learning theory.

171. The student will be able to develop a plan for personal growth.

172. The student will be able to begin to implement a plan of personal growth and develop alternative plans.

173. The student will be able to assess his progress toward goals.

174. The student will be able to make modifications of his growth plan based on assessment of progress to date.

175. The student will be able to use effective means of motivation in the learning process.

176. The student will be able to state his views on the ethics of management and administration.

177. The student will be able to state the ethics of confidentiality relating to personnel practices, clients, employer-employee relationships, and the decision-making process.

178. The student will be able to perform the basic procedures of general record-keeping system.

179. The student will be able to state the basic rules and regulations, policies and procedures governing the agency.

180. The student will be able to identify possible funding sources and write a grant proposal.

181. The student will be able to work effectively with co-workers and the public.

182. The student will be able to participate on a proposal-writing team.

The following are objectives drawn from Steven H. Glenn's four essential ingredients of a Human Services Program. These objectives were suggested by the committee of MDCC instructors who transposed our Vail objectives into uniform language. You will note that they are alphabetically designated. We would appreciate your classifying them on your analysis sheet in the same manner that you handled the numerically designated objectives.

A. The student will be able to define and explain the following terms: A) Habilitation, B) Habilitation Systems, C) Problem Dependencies, and D) Remedial Systems.

B. The student will be able to differentiate between habilitation and enculturation.

C. The student will be able to explain the role of the following as agents of habilitation: A) Peer Groups and B) The Mass Media.

D. The student will be able to explain the role of the following in the habilitation process: A) The Family, B) The Church, and C) The School.

E. The student will be able to discuss those aspects of the habilitation process that contribute toward the development of adjusted, productive personalities capable of resolving the problems they confront.

F. The student will be able to explain the role of the following institutions in aborting the habilitation process: A) The Family, B) The Church, C) The School, and D) The Peer Group.

G. The student will be able to explain how selected sociological factors contribute to problem dependencies.

H. The student will be able to explain how selected psychological factors contribute to problem dependencies.

OBJECTIVE ANALYSIS SHEET - COLLEGE Miami-Dade

Column 1 - Integral Part Of Following Course(s)
Column 2 - Can Easily Be Incorporated Into Following Course(s)
Column 3 - Within Scope Of Community College But Cannot Be Incorporated Into Existing Course
Column 4 - Objectives Are Beyond Transfer Capabilities Of Our Institution

Objective #	Column 1	Column 2	Column 3	Column 4
1.	Psychology (Intro.), Soc. Psy., Dyn. of Hum. Behavior			
2.	Soc. Psy., Dyn. of Hum. Beha.			
3.	Dyn. of Hum. Beha., Psy. Intro. Soc. Psy.			
4.	Covered in a number of Soc. Sci. courses depending on kind of behavior.			
5.	Soc. Sci., Dyn. of Hum. Beha., Gen. Soc., Intro. Psy., Intro. Soc.			
6.	Soc. Psy., Intro. Psy.			
7.	Soc. Psy., Intro. Psy.			
8.		Soc. Psy.		
9.	a.Intro. Psy., Soc. Psy. b.Soc. Sci., Soc. Sci., Cul. Anth. c.Bio., Phy. Anth.			
10.	Intro. Soc. Wk.			
11.	Soc. Sci., Soc. Psy.			
12.	Invalid Obj.			
13.	Intro. Soc. Wk.			
14.	Intro. Soc. Wk.			
15.	Intro. Soc. Wk.			
16.	Dyn. of Hum. Beha., Soc. Psy.,			

OBJECTIVE ANALYSIS SHEET - COLLEGE Miami-Dade

Objective #	Column 1	Column 2	Column 3	Column 4
16.	(cont.) Intro. Soc. Wk., Psy.			
17.	Any Soc. Sci. or Nat. Sci. course			
18.	Intro. Soc. Wk.			
19.	Soc. Psy., Dyn. of Hum. Beha.			
20.	Soc. Psy., Dyn. of Hum. Beha.			
21.	Soc. Psy., Soc. Sci.			
22.	Soc. Psy., Hum. Rela.			
23.	Intro. Soc. Wk., Career Psy.			
24.	Field Exp. in Hum. Ser.			
25.	Field Exp. in Hum. Ser.			
26.	Field Exp. in Hum. Ser.			
27.	Field Exp. in Hum. Ser.			
28.	Soc. Problems, Dyn. of Hum. Beha.			
29.	Field Exp. in Hum. Ser.			
30.	Field Exp. in Hum. Ser.			
31.	Field Exp. in Hum. Ser., Soc. Prob., Cul. Anth.			
32.	Gen. Soc.			
33.	Soc. Sci., Soc., Soc. Psy.			
34.	Intro. Psy., Soc. Psy.			
35.	Hum. Rela.			
36.	Field Exp. in Hum. Ser.			
37.	Intro. Psy., Soc. Psy., Dyn. of Hum. Beha., Soc. Sci.			
38.	Intro. Psy.			
39.	Field Exp. in Hum. Ser.			
40.	Field Exp. in Hum. Ser.			
41.	Field Exp. In Hum. Ser.			

OBJECTIVE ANALYSIS SHEET - COLLEGE Miami-Dade

Objective #	Column 1	Column 2	Column 3	Column 4
42.	Soc. Sci., Soc.			
43.	Field Exp. in Hum. Ser.			
44.	Field Exp. in Hum. Ser.			
45.	Field Exp. in Hum. Ser.			
46.	Field Exp. in Hum. Ser.			
47.	Cul. Anth., "Ethnic Courses," Intro. Soc., Soc. Prob.			
48.	Hum. Rela.			
49.	Field Exp. in Hum. Ser.			
50.	Field Exp. in Hum. Ser.			
51.	Field Exp. in Hum. Ser.			
52.	Field Exp. in Hum. Ser.			
53.	Field Exp. in Hum. Ser.			
54.	Field Exp. in Hum. Ser.			
55.	Field Exp. in Hum. Ser.			
56.	Field Exp. in Hum. Ser.			
57.	Intro. Psy., Soc. Psy., Field Exp. in Hum. Ser.			
58.	Unclear			
59.	Do communities have emotional dispositions?			
60.		Soc. Psy., Field Exp. in Hum. Ser.		
61.	Field Exp. in Hum. Ser.			
62.	Field Exp. in Hum. Ser., Soc. Prob.			
63.	Field Exp. in Hum. Ser., Soc. Prob.			
64.	Intro. Soc., Field Exp. in Hum. Ser.			

OBJECTIVE ANALYSIS SHEET - COLLEGE Miami-Dade

Objective #	Column 1	Column 2	Column 3	Column 4
65.	Field Exp. in Hum. Ser., Intro. Soc.			
66.	Soc. Prob., Intro. Soc., Field Exp. in Hum. Ser.			
67.	Not an objective			
68.	Field Exp. in Hum. Ser.			
69.	Field Exp. in Hum. Ser.			
70.	Field Exp. in Hum. Ser.			
71.	Replication			
72.	Replication			
73.	Field Exp. in Hum. Ser.			
74.	Replication			
75.	Dyn. of Hum. Beha.			
76.	Replication			
77.	Replication			
78.	Field Exp. in Hum. Ser.			
79.	Soc. Psy.			
80.		Field Exp. in Hum. Ser.		
81.	Field Exp. in Hum. Ser.			
82.	Field Exp. in Hum. Ser.			
83.	Field Exp. in Hum. Ser.			
84.	Soc. Psy., Field Exp. in Hum. Ser.			
85.	Field Exp. in Hum. Ser.			
86.	Replication			
87.	Field Exp. in Hum. Ser.			
88.		Field Exp. in Hum. Ser.		
89.	Field Exp. in Hum. Ser.			
90.	Field Exp. in Hum. Ser.			

OBJECTIVE ANALYSIS SHEET - COLLEGE Miami-Dade

Objective #	Column 1	Column 2	Column 3	Column 4
91.	Field Exp. in Hum. Ser.			
92.	Replication			
93.		Field Exp. in Hum. Ser.		
94.	Replication			
95.		Field Exp. in Hum. Ser., Soc. Prob.		
96.	Replication			
97.	"Ethnic Courses", Anth. Cul., Soc. Prob.			
98.		Soc. Sci., Soc. Prob.		
99.		Field Exp. in Hum. Ser.		
100.		Field Exp. in Hum. Ser., Soc. Prob.		
101.		Field Exp. in Hum. Ser., Soc. Prob., Soc. Sci.101/102		
102.		Field Exp. in Hum. Ser.		
103.		Soc. Prob., Intro. Soc., Field Exp. in Hum. Ser		
104.		Dyn. of Hum. Beha.		
105.	Field Exp. in Hum. Ser.			
106.		Eng., Spe., Soc. Prob.		
107.		Field Exp. in Hum. Ser.		
108.		Field Exp. in Hum. Ser., Soc. Prob.		
109.	Replication			
110.	Field Exp. in Hum. Ser., Soc., Cul. Anth.			
111.	Replication			
112.	Replication			

OBJECTIVE ANALYSIS SHEET - COLLEGE Miami-Dade

Objective #	Column 1	Column 2	Column 3	Column 4
113.	Replication			
114.	Field Exp. in Hum. Ser.			
115.	Field Exp. in Hum. Ser.			
116.	Field Exp. in Hum. Ser.			
117.	Field Exp. in Hum. Ser.	Eng., Spe.		
118.	Field Exp. in Hum. Ser.			
119.	Omit			
120.	Field Exp. in Hum. Ser.			
121.	Field Exp. in Hum. Ser.			
122.	Psy., Soc. Psy.			
123.	Soc. Prob.			
124.		Soc. Prob., Field Exp. in Hum. Ser., Cul. Anth.		
125.	Field Exp. in Hum. Ser., Psy., Soc. Psy.			
126.	Any Soc. Sci. course			
127.				
128.	Replication			
129.	Field Exp. in Hum. Ser.	Legal & Eth. Con. for Hum. Ser. Wkr.		
130.	Field Exp. in Hum. Ser.	Leg.&Eth. Con. Hum. Ser. Wkr.		
131.	Field Exp. in Hum. Ser.	Leg.&Eth. Con. Hum. Ser. Wkr.		
132.	Field Exp. in Hum. Ser.	Leg.&Eth. Con. Hum. Ser. Wkr.		
133.	Field Exp. in Hum. Ser.	Leg.&Eth. Con. Hum. Ser. Wkr.		
134.				
135.	Replication			
136.	Replication			
137.	Field Exp. in Hum. Ser.			
138.	Field Exp. in Hum. Ser.			
139.	Field Exp. in Hum. Ser.			

OBJECTIVE ANALYSIS SHEET - COLLEGE Miami-Dade

Objective #	Column 1	Column 2	Column 3	Column 4
140.	Soc., Soc. Prob.			
141.	Soc., Soc. Prob.			
142.	Replication			
143.	Replication			
144.	Replication			
145.	Replication			
146.	Replication			
147.	Replication			
148.	Replication			
149.	Replication			
150.	Pol. Sci., Soc. Prob., Field Exp. in Hum. Ser.			
151.	All areas of the Soc. Sci. and and Nat. Sci.			
152.	Field Exp. in Hum. Ser.			
153.	All areas of Soc. Sci. and Nat. Sci.			
154.	Replication			
155.	Any academic area			
156.	Any academic area			
157.		Soc., Field Exp. in Hum. Ser.		
158.		Soc., Field Exp. in Hum. Ser.		
159.	Replication			
160.	Field Exp. in Hum. Ser.			
161.	Psy., Soc. Psy.			
162.	Psy.			
163.	Unclear			

OBJECTIVE ANALYSIS SHEET - COLLEGE Miami-Dade

Objective #	Column 1	Column 2	Column 3	Column 4
164.	Any academic area			
165.	Soc. Psy., Field Exp. in Hum. Ser.			
166.	Strategy			
167.	Strategy			
168.	Strategy			
169.	Unclear			
170.	Soc. Psy., Field Exp. in Hum. Ser.			
171.	Dyn. of Hum. Beha.			
172.	Across all subject areas			
173.	Across all subject areas			
174.	Across all subject areas			
175.	Across all subject areas			
176.	Field Exp. in Hum. Ser.	Leg.&Eth. Con. Hum. Ser. Wkr.		
177.	Field Exp. in Hum. Ser.	Leg.&Eth. Con. Hum. Ser. Wkr.		
178.	Field Exp. in Hum. Ser.			
179.	Field Exp. in Hum. Ser.			
180.				
181.	Field Exp. in Hum. Ser.			
182.	Field Exp. in Hum. Ser.			
A.	Soc., Soc. Sci., Field Exp. in Hum. Ser.			
B.	Any Soc. Sci. course			
C.	Any Soc. Sci. course esp. Soc. Sci. 101 and Intro. Soc.			
D.	Any Soc. Sci. course esp. Soc. Sci. 101 and Intro. Soc.			

OBJECTIVE ANALYSIS SHEET - COLLEGE Miami-Dade

Objective #	Column 1	Column 2	Column 3	Column 4
E.	Any Soc. Sci. course esp. Soc. Sci. 101 and Intro. Soc.			
F.	Soc. Psy., Soc. Prob.			
G.	Soc., Soc. Psy., Soc. Prob.			
H.	Soc. Psy., Intro. Psy.			
I.	Soc. Sci., Soc., Soc. Psy.			
J.	Soc. Prob.			
K.	Soc. Prob., Field Exp. in Hum. Ser.			
L.	Soc. Prob., Field Exp. in Hum. Ser.			
M.	Soc. Prob., Psy.			

OBJECTIVE ANALYSIS SHEET - COLLEGE St. Louis

Column 1 - Integral Part Of Following Course(s)
Column 2 - Can Easily Be Incorporated Into Following Course(s)
Column 3 - Within Scope Of Community College But Cannot Be Incorporated Into Existing Course
Column 4 - Objectives Are Beyond Transfer Capabilities Of Our Institution

Objective #	Column 1	Column 2	Column 3	Column 4
1.	Gen. Psy., Prin. Hum. Ser. Prac.			
2.	Gen. Psy., Prin. Hum. Ser. Prac.			
3.	Prin. Hum. Ser. Prac.			
4.	Gen. Psy.			
5.	Gen. Psy.			
6.	Gen. Psy.			
7.	Gen. Psy.			
8.			xx	
9.	Child Growth & Dev. I & II, Fam., Hum. Ser. Sem. I & II			
10.	Intro. Hum. Ser.			
11.	Intro. Soc.			
12.			xx	
13.	Prin. Hum. Ser. Prac., Hum. Ser. Prac. I & II, Hum. Ser. Prac. Sem. I & II			
14.	Intro. Hum. Ser., Hum. Ser. Prac. I & II			
15.	Intro. Hum. Ser., Hum. Ser. Prac. I & II			
16.	Prin. Hum. Ser. Prac.			
17.	Gen. Psy.,	Prin. Hum. Ser. Prac.		
18.	Prin. Hum. Ser. Prac.			

OBJECTIVE ANALYSIS SHEET - COLLEGE St. Louis

Objective #	Column 1	Column 2	Column 3	Column 4
19.	Prin. Hum. Ser. Prac., Hum. Rela.			
20.	Hum. Rela.			
21.	Hum. Rela.			
22.		Hum. Rela.		
23.			xx	
24.			xx	
25.		Intro. Hum. Ser.		
26.			xx	
27.			xx	
28.		Prin. Hum. Ser. Prac.		
29.	Prin. Hum. Ser. Prac.			
30.	Prin. Hum. Ser. Prac.			
31.			xx	
32.	Intro. Soc.			
33.	Intro. Soc.			
34.	Prin. Hum. Ser. Prac.			
35.			xx	
36.	Prin. Hum. Ser. Prac.			
37.	Gen. Psy.			
38.	Gen. Psy.			
39.	Intro. Hum. Ser.			
40.	Intro. Hum. Ser.			
41.	Intro. Hum. Ser., Hum. Ser. Prac. I & II			
42.	Intro. Soc.			
43.	Prin. Hum. Ser. Prac., Hum. Ser. Prac. I & II, Hum. Ser. Prac. Sem. I & II			
44.	Prin. Hum. Ser. Prac., Hum.			

OBJECTIVE ANALYSIS SHEET - COLLEGE St. Louis

Objective #	Column 1	Column 2	Column 3	Column 4
44.	(cont.) Ser. Prac. I & II, Hum. Ser. Prac. Sem. I & II			
45.	Prin. Hum. Ser. Prac.	Eng. Com.		
46.	Prin. Hum. Ser. Prac.			
47.	Prin. Hum. Ser. Prac.			
48.	Hum. Rela.			
49.		Prin. Hum. Ser. Prac.		
50.			xx	
51.		Prin. Hum. Ser. Prac., Hum. Ser. Prac. I & II		
52.	Hum. Ser. Prac. I & II			
53.	Hum. Ser. Prac. Sem. I & II			
54.	Hum. Ser. Prac. Sem. I & II			
55.	Hum. Ser. Prac. I & II			
56.			xx	
57.	Hum. Ser. Prac. I & II, Hum. Ser. Prac. Sem. I & II			
58.	Intro. Psy., Prin. Hum. Ser. Prac.			
59.			xx	
60.	Prin. Hum. Ser. Prac., Hum. Ser. Sem. I & II, Hum. Ser. Prac. I & II			
61.			xx	
62.			xx	
63.			xx	
64.			xx	
65.			xx	
66.	Prin. Hum. Ser. Prac., Intro. Soc.			

OBJECTIVE ANALYSIS SHEET - COLLEGE St. Louis

Objective #	Column 1	Column 2	Column 3	Column 4
67.			xx	
68.	Prin. Hum. Ser. Prac.			
69.	Prin. Hum. Ser. Prac.			
70.	Prin. Hum. Ser. Prac., Hum. Ser. Prac. I & II, Hum. Ser. Prac. Sem. I & II			
71.	Prin. Hum. Ser. Prac.; Hum. Ser. Prac. I & II, Hum. Ser. Prac. Sem. I & II			
72.	Prin. Hum. Ser. Prac., Hum. Ser. Prac. I & II, Hum. Ser. Prac. Sem. I & II			
73.	Prin. Hum. Ser.	Eng. Comp.		
74.			xx	
75.			xx	
76.	Hum. Ser. Prac. I & II, Hum. Ser. Prac. Sem. I & II			
77.			xx	
78.	Hum. Ser. Prac. I & II			
79.	Gen. Psy., Intro. Soc., Hum. Ser. Prac. I & II, Hum. Ser. Prac. Sem. I & II			
80.	Prin. Hum. Ser. Prac.			
81.	Intro. Hum. Ser.			
82.	Prin. Hum. Ser. Prac., Hum. Ser. Prac. I & II			
83.	Intro. Hum. Ser.			
84.	Hum. Rela.			
85.	Intro. Hum. Ser.			

OBJECTIVE ANALYSIS SHEET - COLLEGE St. Louis

Objective #	Column 1	Column 2	Column 3	Column 4
86.	Intro. Hum. Ser.			
87.	Intro. Hum. Ser.			
88.	Intro. Hum. Ser.			
89.	Intro. Hum. Ser.			
90.			xx	
91.	Intro. Hum. Ser.			
92.	Intro. Hum. Ser.			
93.	Pol. & Pol. Hum. Ser.			
94.	Intro. Hum. Ser.			
95.	Hum. Ser. Prac. I & II			
96.		Intro. Soc.		
97.			xx	
98.			xx	
99.			xx	
100.			xx	
101.			xx	
102.			xx	
103.			xx	
104.			xx	
105.			xx	
106.			xx	
107.			xx	
108.			xx	
109.	Intro. Hum. Ser.			
110.		Intro. Hum. Ser.		
111.		Intro. Hum. Ser.		
112.	Prin. Hum. Ser. Prac.			
113.	Intro. Hum. Ser.			
114.	Pol. & Pol. Hum. Ser.			

OBJECTIVE ANALYSIS SHEET - COLLEGE St. Louis

Objective #	Column 1	Column 2	Column 3	Column 4
115.				xx
116.	Prin. Hum. Ser. Prac.			
117.			xx	
118.		Intro. Hum. Ser.		
119.		119-139 Not presently		
120.		accounted for in our		
121.		program. Might become		
122.		a part of our present		
123.		Intro. Prin. Prac. Sem.		
124.		trio of courses.		
125.		"		
126.		"		
127.		"		
128.		"		
129.		"		
130.		"		
131.		"		
132.		"		
133.		"		
134.		"		
135.		"		
136.		"		
137.		"		
138.		"		
139.		"		
140.	Intro. Hum. Ser.			
141.		same as 119-139		
142.		"		
143.	Intro. Soc., Hum. Rela.			

OBJECTIVE ANALYSIS SHEET - COLLEGE St. Louis

Objective #	Column 1	Column 2	Column 3	Column 4
144.	Intro. Hum. Ser., Prin. Hum. Ser. Prac.			
145.	Prin. Hum. Ser. Prac.			
146.	Prin. Hum. Ser. Prac.			
147.	Hum. Ser. Prac. I & II, Hum. Ser. Prac. Sem. I & II			
148.	Pol. & Pol. Hum. Ser.			
149.			xx	
150.	Pol. & Pol. Hum. Ser.			
151.	Prin. Hum. Ser. Prac., Hum. Ser. Prac. Sem. I & II			
152.			xx	
153.	Hum. Ser. Prac. Sem. I & II			
154.	Prin. Hum. Ser. Prac., Eng. Comp. II, Hum. Ser. Prac. I & II			
155.			xx	
156.			xx	
157.			xx	
158.			xx	
159.	Prin. Hum. Ser. Prac.			
160.			xx	
161.	Prin. Hum. Ser. Prac.			
162.			xx	
163.			xx	
164.			xx	
165.	Prin. Hum. Ser. Prac., Hum. Ser. Prac. Sem. I & II			
166.			xx	
167.			xx	

OBJECTIVE ANALYSIS SHEET - COLLEGE St. Louis

Objective #	Column 1	Column 2	Column 3	Column 4
168.			xx	
169.			xx	
170.			xx	
171.	Hum. Rela.			
172.	Hum. Rela.			
173.	Hum. Rela.			
174.	Hum. Rela.			
175.			xx	
176.			xx	
177.			xx	
178.			xx	
179.			xx	
180.			xx	
181.	Hum. Ser. Prac. I & II, Hum. Ser. Prac. Sem. I & II			
182.			xx	
A.	Child Growth & Dev. I & II, Prin. Hum. Ser. Prac., Intro. Hum. Ser., Intro. Soc., Fam.			
B.			xx	
C.	Intro. Soc., Child Growth & Dev. I & II			
D.	Fam., Prin. Hum. Ser. Prac., Hum. Rela., Psy.			
E.	Child Growth & Dev.			
F.	Ad. Psy., Child Growth & Dev.			
G.	Intro. Soc.			
H.	Psy., Ad. Psy.			
I.	Soc.			

OBJECTIVE ANALYSIS SHEET - COLLEGE St. Louis

Objective #	Column 1	Column 2	Column 3	Column 4
J.			xx	
K.			xx	
L.	Pol. & Pol. Hum. Ser.			
M.	Intro. Corr., Crim. Jus. Sys.		xx	

OBJECTIVE ANALYSIS SHEET - COLLEGE El Paso

Column 1 - Integral Part Of Following Course(s)
Column 2 - Can Easily Be Incorporated Into Following Course(s)
Column 3 - Within Scope Of Community College But Cannot Be Incorporated Into Existing Course
Column 4 - Objectives Are Beyond Transfer Capabilities Of Our Institution

Objective #	Column 1	Column 2	Column 3	Column 4
1.	Intro. to Psy., Psy. 3101; Soc. Psy., Psy. 3203; Human Gr. & Dev., Psy. 3202; Intro. to Soc., Soc. 3101; Intro. to Anth., Anth. 3101; Pract. & Tech., M. H. 4101; Pract. & Tech. II, M. H. 4102; Ment. H. Pract. III, M. H. 3103; Ment. H. Pract. IV, M. H. 3104.			
2.	Intro. to Psy., Psy. 3101; Soc. Psy., Psy. 3203; Human Gr. & Dev., Psy. 3202; Intro. to Soc., Soc. 3101; Elem. of Counseling, M. H. 3203; Pract. & Tech. I, M. H. 4101; Pract. & Tech. II, M. H. 4102; M. H. Pract. III M. H. 3103; M. H. Pract. IV, M. H. 3104; Elem. of Couns. M. H. 3203.	Intro. to Anth., Anth. 3101; Intro. to Phil., Phil. 3101.		

OBJECTIVE ANALYSIS SHEET - COLLEGE El Paso

Objective #	Column 1	Column 2	Column 3	Column 4
3.	Intro. to Psy., Psy 3101; Hum. Gr. & Dev., Psy. 3202; Elem. of Coun., M. H. 3203; Pract. & Tech. I, M. H. 4101; Pract. & Tech. II, M. H. 4102; Ment. H. Pract. III, M. H. 3103; M. H. Pract IV, M. H. 3104; Group Dyn., M. H. 3202; Elem. of Couns., M.H. 3203.	Soc. Psy., Psy 3203; Pers. Disc., Hum. D. 3101		
4.	Intro. to Psy., Psy. 3101; Hum. Gr. & Dev., Psy. 3202; Pract. & Tech. I, M. H. 4101; Pract. & Tech. II. M. H. 4102; Ment. H. Pract. III, M. H. 3103; M. H. Pract. IV, M. H. 3104; Grp. Dyn., M. H. 3202; Elem. of Couns., M. H. 3203.	Soc. Psy. 3203; Person. Discov., Hum. D. 3101		
5.	Intro. to Psy., Psy. 3101; Hum. Gr. & Dev., Psy. 3202; Pract. & Tech.I. M. H. 4101; Pract. & Tech.II, M. H. 4102; Ment. H. Pract.III, M. H. 3103; M. H. Pract. IV, M. H. 3104; Grp. Dyn., M. H. 3202; Elem. of Couns., M. H. 3203.	Soc. Psy., Psy. 3203; Pers. Disc., Hum. D., 3101 Intro. to Anth., Anth. 3101; Intro. to Soc., Soc. 3101.		

OBJECTIVE ANALYSIS SHEET - COLLEGE El Paso

Objective #	Column 1	Column 2	Column 3	Column 4
6.	Intro. to Psy., Psy. 3101; Hum. Gr. & Dev., Psy. 3202; Pract.& Tech. I. M. H. 4101; Pract.& Tech.II, M. H. 4102; M.H. Pract.III, M. H. 3103; M. H. Pract. IV, M.H. 3104; Grp. Dyn., M. H. 3202; Elem. of Couns., M. H. 3203.	Soc. Psy., Psy. 3202; Pers. Disc., Hum D. 3101; Intro. to Anth., Anth. 3101; Intro. to Soc., Soc. 3101.		
7.	Intro. to Psy., Psy. 3101; Hum. Gr. & Dev., Psy. 3101; Pract.&Tech. I, M. H. 4101; Pract.&Tech II, M. H. 4102; M. H. Pract. III, M. H. 3103; M. H. Pract. IV, M. H. 3104; Grp. Dyn., M. H. 3202; Elem. of Coun., M. H. 3203.	Soc. Psy., Psy. 3203; Pers. Disc., Hum. D. 3101; Intro. to Anth., Anth. 3101; Intro. to Soc., Soc. 3101.		
8.		Intro. to Psy., Psy. 3101; Ethics, Phil. 3206; Human Gr. & Dev., Psy. 3101; Pers. Disc., H. D. 3101; Pract. & Tech I, M.H. 4101; Pract.& TechII, M. H. 4102; M. H. Pract.III, M.H. 3103; M. H. Pract. IV, M.H. 3104; Grp. Dyn., M. H. 3202; Elem. of Couns., M.H. 3203.		

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Objective #	Column 1	Column 2	Column 3	Column 4
9.	Intro. to Psy., Psy. 3101; Intro. to Soc., Soc. 3101; Soc. Psy., Psy. 3203; Intro. to Anth., Anth. 3101; Intro. to Soc. & Cult., Anth., 3102; Cult. of Mex. Amer., Anth. 3105; Peoples of Mex., Anth. 3106; Soc. Prob., Soc. 3102 (Note: Drugs & Drug Abuse, Soc. 3103; Intro. to Soc. Work, Soc. 3201 Urban Soc., Soc. 3214; Marr. & Family Life, Soc. 3215; Soc. of Marr. Relat., Soc. 3216; Infl. of Cult. & Envir. on Young Children, C. D. 3209.	Currently the catalogue lists a course entitled Social Institutions which is actually taught as social problems. However, the sociology department is in process of actually adding a course that will consist of elements of social institutions.)		
10.	Drugs & Drug Abuse, Soc. 3103; Intro. to Soc. Work, Soc. 3201 Intro. to Men. H., M. H. 3101; Comm. Dev. Comm. Work, M. H. 3102.			
11.	Intro. to Soc. & Cult. Anth., Anth. 3102; Hist. of the U.S. to 1877, Hist. 3101; Hist. of the U.S. Since 1877, Hist. 3102; Intro. to Pol. S., 3109;	Soc. Psy., Psy 3203		

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Objective #	Column 1	Column 2	Column 3	Column 4
	Amer. Govt. & Pol., Pol. S. 3110; Intro. to Soc., Soc. 3101; Soc. Inst., Soc. 3102; Drug Abuse, Soc. 3103; Intro. to Soc. Work, Soc. 3201; Urban Soc., Soc. 3214; Marr. & Fam. Life, Soc. 3215; Soc. of Marr. Relat., Soc. 3216.			
12.				
13.	Intro. to Soc. Work, Soc. 3201 Pract. & Tech I, M.H. 4101; Pract. & TechII, M.H. 4102; M. H. Pract.III, M.H. 3103; M. H. Pract. IV, M. H. 3104; Group Dyn., M. H. 3202; Elem. of Couns., M.H. 3203.			
14.	Tech. Report Writing, Eng.3107.			
15.	Comm. Work/Comm. Dev., M.H. M. H. 3206.			
16.	Elem. of Couns., M.H. 3203; Pract.& Tech I, M.H. 4101; Pract.& Tech II, M.H. 4102; M. H. PractIII, M.H. 3103; M.H. Pract. IV, M.H. 3104; Group Dyn., M. H. 3202.			

OBJECTIVE ANALYSIS SHEET - COLLEGE El Paso

Objective #	Column 1	Column 2	Column 3	Column 4
17.	Intro. to Soc., Soc. 3101; Soc. Probl., Soc. 3102; Intro. to Psy., Psy. 3101; Soc. Psy., Psy. 3203.	Soc. of Drugs & Drug Abuse, Soc. 3103; Urban Soc., Soc. 3214; Intro. to Soc. Work, Soc. 3201; Marr. & Fam. Life, Soc. 3215; Soc. of Marr. Rel., Soc. 3216; Intro. to Soc. & Cult. Anth., Anth. 3102; Cult. of Mex. Amer., Anth. 3105; Intro. to Pol. S., Pol. S. 3109; Hum. Gr. & Dev., Psy. 3202; Pract. & Tech I, M. H. 4101; Pract. & Tech. II, M. H. 4102; M. H. Pract. III, M. H. 3103; M. H. Pract. IV, M. H. 3104.		
18.		Intro. to M. H., M.H. 310; Pract.& Tech I. M.H. 4101; Pract.& TechII, M.H. 4102; M.H. Pract.III, M.H. 3103; M.H. Pract. IV, M.H. 3104; Comm.Dev./Com.Work, M.H. 3206; Syst.& Proc., M.H. 3201; Group Dyn., M.H. 3202; Elem. of Couns., M.H.3203;		

OBJECTIVE ANALYSIS SHEET - COLLEGE El Paso

Objective #	Column 1	Column 2	Column 3	Column 4
		Intro. to Soc., Soc. 3101; Soc. Prob., Soc. 3102, Drugs & Drug Abuse, Soc. 3103; Intro. to Soc. Work; Soc. 3201; Urban Soc., Soc. 3214; Soc. of Marr. & Fam.; Soc. 3216		
19.		Intro. to Soc., Soc. 3101, Soc. Prob., Soc. 3102, Drugs & Drug Abuse, Soc. 3103; Intro. to Soc. Work, Soc. 3201; Urban Soc., Soc. 3214; Marr. & Fam. Life, Soc. 3215; Soc. of Marr. Rel., Soc. 3216, Intro. to Psy., Psy. 3101, Hum. Gr. & Dev., Psy. 3101 Soc. Psy., Psy. 3203, Pers Disc., Hum. D. 3101, Pract & Tech. I, M.H. 4101; Prac. & Tech II, M.H. 4102; M.H. Pract. III, M.H. 3103; M.H. Pract. IV, MH. 3104; Grp. Dyn., M.H. 3202; Elem. of Couns., M.H. 3203		
20.		Pers. Disc.; Ethics, Phil; Intro. Psy.; Hum. Gr. & Dev;		

OBJECTIVE ANALYSIS SHEET - COLLEGE El Paso

Objective #	Column 1	Column 2	Column 3	Column 4
		Soc. Psy.		
21.		Pers. Disc.; Ethic, Phil.; Intro. Psy.; Hum. Gr. & Dev.; Soc. Psy.; Intro. Soc.; Soc. Prob.; Cult. Mex. Amer.		
22.		Pract. & Tech. I; Pract. & Tech. II; M.H. Pract III & IV; Group Dyn.; Elem. Couns.		
23.		Pract. & Tech I & II; M.H. Pract III & IV; Grp. Dyn.; Elem Couns.		
24.		Tech. Report Writing		
25.		Systems & Process		
26.	Typewriting I & II			
27.		Tech. Report Writ.		
28.	Hum. Gr. & Dev.; Soc. Psy.; Pract. & Tech. I & II; M.H. Pract. III & IV; Grp. Dyn.; Elem. Couns.			

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Objective #	Column 1	Column 2	Column 3	Column 4
29.	Elements Couns.			
30.	Elem. Couns.			
31.		Intro. Soc. & Cult. Anth. Cult. Mex. Amer.; Hum. Gr. & Dev.; Soc. Psy.; Soc. Prob.; Drugs & Drug Abuse; Intro. Soc. Wk.; Urban Soc.; Marr. & Fam.; Soc. Mrr. Relat.		
32.	Intro. Soc.; Soc. Psych.			
33.	Intro. Soc.; Soc. Psych.			
34.	Pract. & Tech. I & II; M. H. Pract. III & IV; Grp. Dyn.; Elem. Couns.			
35.		Pract. & Tech. I & II; M.H. Pract. III & IV; Grop. Dyn.; Elem. Couns.		
36.	Pract. & Tech. I & II; M.H. Pract III & IV; Grp. Dyn.; Elem Couns.			

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Objective #	Column 1	Column 2	Column 3	Column 4
37.	Pract. & Tech. I & II; M.H. Pract. III & IV; Grp. Dyn.; Elem. Couns.; Intro. Psy.			
38.	Elem Couns.			
39.	Elem. Couns.			
40.	Prac. & Tech. I			
41.	Pract. & Tech. I & II; M.H. Pract. III & IV; Grp. Dyn.; Elem. Couns.			
42.	Intro. Soc.; Intro. Psy.; Soc. Psy.			
43.	Grp. Dyn.; Elem. Couns.			
44.	Pract. & Tech. I; Elem. Couns.			
45.	Pract. & Tech. I; Elem. Couns.			
46.	Pract. & Tech. I & II; M.H. Pract.III & IV; Grop. Dyn.; Elem. Couns.			
47.		Elem. Couns.; Grp. Dyn,;		

OBJECTIVE ANALYSIS SHEET - COLLEGE El Paso

Objective #	Column 1	Column 2	Column 3	Column 4
48.	Pers. Disc.	Pract. & Tech. I & II; M.H. Pract. III & IV Ethics, Phil.; Intro. Psy.; Intro. Soc.; Soc. Psy.		
49.		Intro. Psy.; Intro. Soc.; Soc. Psy.; Elem. Couns.		
50.		Pract. & Tech. I & II; M.H. Pract. III & IV		
51.		Tech. Report Writing		
52.	Pract. & Tech. I & II; M.H. Pract. III & IV; Elem. Couns.			
53.	Pract. & Tech. I & II; M.H. Pract. III & IV; Grp. Dyn.; Elem. Couns.			
54.	M.H. Pract. III & IV			
55.	M.H. Pract. III & IV			
56.		M.H. Pract.III & IV		
57.	M.H. Pract. III & IV			
58.	M.H. Pract III & IV			
59.		M.H. Pract. III & IV		
60.	M.Y. Pract. III & IV			
61.	Pract. & Tech. II	Ethics		
62.	Comm. Dev./Comm. Work			
63.	Comm.Dev./Comm. Work			
64.		Comm. Dev./Comm. Work		
65.		Comm.Dev./Comm. Work; Soc. Inst.		

OBJECTIVE ANALYSIS SHEET - COLLEGE El Paso

Objective #	Column 1	Column 2	Column 3	Column 4
66.	Comm. Dev./Comm. Work; Intro. Soc.; Soc. Inst.			
67.	M.H. Pract. III& IV			
68.	Elem. Couns.; Pract. & Tech. I			
69.	Elem. Couns.; Pract. & Tech. I			
70.	Elem. Couns.; Pract. & Tech. I; Grp. Dyn.			
71.	M.H. Pract. III & IV			
72.	Pract. & Tech. II			
73.	Pract. & Tech. II			
74.		Comm. Dev./Comm. Work		
75.		Occup. Planning		
76.		Soc. Psy.; Occup. Planning; Pract. & Tech. II		
77.				
78.	Syst. & Pro.			
79.		Soc. Psy.; Soc. Prob.		
80.		Pract. & Tech. II		
81.				
82.	Pract. & Tech. I & II; M.H. Pract. III; Elem. Couns.			
83.	Elem. Couns.; Pract. & Tech. II; M.H. Pract. III & IV			
84.		Soc. Psy.; Pract. & Tech. II M.H. Pract. III & IV		
85.		Comm. Dev./Comm. Work		
86.	Pract. & Tech. I; Grp. Dyn.; Elem. Couns.			

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Objective #	Column 1	Column 2	Column 3	Column 4
87.	Pract. & Tech. II			
88.	Pract. & Tech. II			
89.	Pract. & Tech. II			
90.		Syst. & Pro.		
91.	Pract. & Tech. II			
92.	Pract. & Tech. II			
93.		Comm. Dev./Comm. Work		
94.		Pract. & Tech. II; Comm. Dev./Comm. Work		
95.	Pract. & Tech. II			
96.	Cult. Mex. Amer.; Soc. Prob.			
97.		Soc. Prob.; Comm. Dev./Comm. Work		
98.	Intro. Soc.			
99.		Comm. Dev./Comm. Work		
100.		Comm. Dev./Comm. Work		
101.		Comm. Dev./Comm. Work		
102.		Sys. & Pro.		
103.		Soc. Inst.; Sys. & Pro.		
104.		Soc. Inst.; Sys. & Pro.; Soc. Prob.; Intro. Soc.		
105.		Sys. & Pro.		
106.		Sys. & Pro.		
107.		Sys. & Pro.; Comm. Dev./Comm. Work		
108.	Soc. Prob.; Comm. Dev./Comm. Work; Sys. & Proc.			
109.	Comm. Dev./Comm. Work			

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Objective #	Column 1	Column 2	Column 3	Column 4
110.		Cult. Mex. Amer.; Soc. Prob.; Comm. Dev./Comm. Work; Sys. & Pro.		
111.	M.H. Pract. III			
112.	Pract. & Tech. II			
113.	Pract. & Tech. II			
114.	Sys. & Proc.			
115.		Comm. Dev./Comm. Work		
116.	Pract. & Tech. II			
117.		Pract. & Tech. II; Sys. & Pro.		
118.	Comm. Dev./Comm. Work			
119.		Sys. & Pro.		
120.		Comm. Dev./Comm. Work		
121.	M.H. Pract. III			
122.		M.H. Pract. III		
123.	Pract. & Tech. I			
124.		Cult. Mex. Amer.; Soc. Prob.; Soc. Psy.		
125.	M. H. Pract. III			
126.		Intro. Soc.; Soc. Prob.; Comm. Dev./Comm. Work		
127.		Elem. Couns.		
128.		Elem. Couns.		
129.	Elem. Couns.			
130.	M.H. Pract. III			
131.		M.H. Pract. III		
132.		M.H. Pract. III		
133.	Pract. & Tech. II			

OBJECTIVE ANALYSIS SHEET - COLLEGE El Paso

Objective #	Column 1	Column 2	Column 3	Column 4
134.		Sys. & Proc.		
135.	Pract. & Tech. II			
136.	M.H. Pract. III			
137.		Sys. & Proc.		
138.	Pract. & Tech. I			
139.	Pract. & Tech. II			
140.	Sys. & Proc.			
141.	Sys. & Proc.			
142.	Sys. & Proc.			
143.	Intro. Soc.; Soc. Probl.; Syst. & Proc.			
144.	Intro. Soc.; Soc. Prob.; Sys. & Pro.			
145.	Soc. Psy.			
146.	Sys. & Proc.			
147.	Sys. & Proc.			
148.		Comm. Dev./Comm. Work; Sys. & Proc.; Ethics		
149.	Soc. Inst.; Intro. Soc.; Sys. & Proc.			
150.			xx	
151.	M.H. Pract. III			
152.	Soc. Inst.; Sys. & Pro.			
153.	Soc. Inst.; Sys. & Proc.			
154.	Elem. Couns.			
155.	Elem. Couns.			
156.	M. H. Pract. III			
157.			xx	
158.			xx	

OBJECTIVE ANALYSIS SHEET - COLLEGE El Paso

Objective #	Column 1	Column 2	Column 3	Column 4
159.	Elem. Couns.			
160.		M.H. Pract. III		
161.	Elem Couns.			
162.	Pract. & Tech. I			
163.	Pract. & Tech. II			
164.	Orient.			
165.	Grp. Dyn. or any course in catalogue			
166.	Elem. Couns.			
167.	Grp. Dyn.			
168.	Comm. Dev./Comm. Work			
169.		Comm. Dev./Comm. Work		
170.	Intro. Psy.; Elem. Couns.			
171.	Personal Disc.			
172.	Personal Disc.			
173.		Personal Disc.		
174.		Personal Disc.		
175.	Elem. Couns.			
176.	Elem. Couns.			
177.	Elem. Couns.			
178.			xx	
179.	Pract. & Tech. I			
180.			xx	
181.	Pract. & Tech. II			
182.			xx	
A.		Elem. Couns.		
B.		Elem. Couns.; Intro. Psy.; Soc. Psy.		
C.	Intro. Soc.			

OBJECTIVE ANALYSIS SHEET - COLLEGE El Paso

Objective #	Column 1	Column 2	Column 3	Column 4
D.	Intro. Soc.; Soc. Psy.			
E.		Soc. Psy.		
F.	Intro. Soc.; Soc. Prob.; Soc. Psy.			
G.	Intro. Soc.; Soc. Probl.			
H.	Intro. Psy.; Intro. Soc.; Soc. Psy.; Drugs & Drug Abuse			
I.	Soc. Prob.; Drugs & Drug Abuse			
J.	Soc. Prob.; Drugs & Drug Abuse			
K.	Soc. Prob.; Soc. Psy.	Drugs & Drug Abuse		
L.		Soc. Prob.		
M.			xx	

OBJECTIVE ANALYSIS SHEET - COLLEGE Essex

Column 1 - Integral Part Of Following Course(s)
Column 2 - Can Easily Be Incorporated Into Following Course(s)
Column 3 - Within Scope Of Community College But Cannot Be Incorporated Into Existing Course
Column 4 - Objectives Are Beyond Transfer Capabilities Of Our Institution

Objective #	Column 1	Column 2	Column 3	Column 4
1.	Psy 101			
2.	Psy 101 - 209			
3.	Psy 250			
4.	A. Psy 101			
5.	B. " "			
6.	(6) Psy-101			
7.	(7) Psy 101			
8.		Psy 251		
9.	Psy 101, Soc 108			
10.	Soc 111			
11.	Soc 108			
12.	Soc 111			
13.	Soc 111, Soc 229 - 230			
14.	Soc 111 & Soc 229 - 230			
15.	Soc 111			
16.	Psy 250 - 251			
17.	All Behavioral Science Courses			
18.	Soc 111 Eng 102 Eng 219			
19.	Soc 101			
20.	Psy 101			
21.	Psy 101			

OBJECTIVE ANALYSIS SHEET - COLLEGE Essex

Objective #	Column 1	Column 2	Column 3	Column 4
22.	Soc 229 - 230 Psy 250			
23.	Soc 229 - 230			
24.	Soc 229 - 230			
25.	Soc 111			
26.	Bus 101			
27.	Bus 101			
28.	Soc 250, Psy 251			
29.	Psy 251			
30.	Psy 251			
31.	Soc 250			
32.	Soc 101			
33.	Soc 101			
34.	Psy 250			
35.		C. Psy 250		
36.	Psy 250, 251			
37.	Psy 209			
38.	Psy 209, Psy 101			
39.	Soc 111			
40.	Soc 229 - 230			
41.	Psy 251			
42.	Soc 101			
43.	Psy 251			
44.	Psy 251			
45.	Eng 219			
46.	Soc 111, Psy 251			
47.	Soc 111			
48.	Eng 101, 102, 219			

OBJECTIVE ANALYSIS SHEET - COLLEGE Essex

Objective #	Column 1	Column 2	Column 3	Column 4
49.	Soc 111, Psy 251			
50.	Psy 251			
51.	Eng 219			
52.	Psy 251			
53.	Psy 251			
54.	Psy 251			
55.	Psy 251			
56.	Soc 111			
57.	Psy 250			
58.	Soc 250 Psy 251			
59.	Soc 250			
60.	Psy 251			
61.		Psy 251		
62.	Soc 111			
63.	Soc 121 - 122			
64.	Soc 121 - 122			
65.	Soc 121 - 122			
66.	Soc 108, 111, 121, 122			
67.	Psy 251			
68.	Eng 219 Soc 111, 121			
69.	Psy 251			
70.	Soc 121 - 122			
71.	Psy 251			
72.	Psy 251			
73.	Eng 219 Psy 251			

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Objective #	Column 1	Column 2	Column 3	Column 4
74.	Soc 229 - 230			
75.				
76.	Soc 111			
77.	Soc 229			
78.	Soc 229 - 230			
79.	Soc 108, 203, 204			
80.	Soc 111			
81.	Soc 111			
82.	Soc 111, 121 - 122			
83.	(Not categorixed)			
84.	Soc 111			
85.	Soc 229			
86.	Soc 229 - 230 Eng 219			
87.	Soc 250 (87)			
88.	Soc 229, 111, (88) 121			
89.	Soc 121 - 122 (89)			
90.	Soc 122			
91.	Psy 251			
92.	Soc 229 - 230			
93.	Soc 121 (93)			
94.	Soc 111, 121			
95.	Soc 229 - 230			
96.	Soc 108			
97.	Soc 108			
98.	Soc 108			
99.	Soc 111, 121 - 122			

OBJECTIVE ANALYSIS SHEET - COLLEGE Essex

Objective #	Column 1	Column 2	Column 3	Column 4
100.	Soc 111			
101.	Soc 229 - 230			
102.	Soc 229 - 23-			
103.	Soc 108			
104.	Soc 229 - 230			
105.	Soc 229 - 230			
106.	Eng 219, Soc 122			
107.	Soc 229, 230, 121, 122			
108.	Soc 229 - 230			
109.	Soc 121 - 122, Soc 108			
110.	Soc 108			
111.	Psy 251, Soc 250			
112.	Soc 250, Psy 251, Soc 111			
113.	Psy 251			
114.	Soc 121 - 122			
115.	Soc 229 - 230			
116.	Soc 230			
117.	Eng 219			
118.	Soc 121 - 122			
119.	Soc 111, Soc 121			
120.	Soc 111			
121.	Bus 101, Eng 219			
122.	Psy 251			
123.	Psy 251			
124.	Soc 111			
125.	Psy 250			
126.	Psy 250			
127.	Psy 250, Soc 108			
128.	Soc 203 - 204			

OBJECTIVE ANALYSIS SHEET - COLLEGE Essex

Objective #	Column 1	Column 2	Column 3	Column 4
129.	Soc 111			
130.	Soc 121 - 122			
131.	Soc 111			
132.	Soc 229 - 230			
133.	Psy 251			
134.	Soc 111			
135.	Psy 250 - 251			
136.	Soc 229 - 230 Eng 101, 102, 219			
137.	Soc 229 - 230			
138.	Soc 111			
139.	Soc 111			
140.	Soc 121 - 122			
141.	Soc 108, Urs 105			
142.	Soc 204, Pol 204			
143.	Soc 108			
144.	Soc 121			
145.	Psy 101			
146.	Urs 151			
147.	Soc 229 - 230			
148.	Soc 122			
149.	Soc 101			
150.	Soc 122, Soc 204			
151.	Psy 101			
152.	Soc 229 - 230			
153.	Soc 229 - 230			
154.	Eng 101, 102, 219			
155.	Eng 101, 102, 219			

OBJECTIVE ANALYSIS SHEET - COLLEGE Essex

Objective #	Column 1	Column 2	Column 3	Column 4
156.	All			
157.	Bus 101			
158.	Bus 101			
159.	Psy 250, 251			
160.	Psy 251			
161.	Soc 111			
162.	Psy 101			
163.	Soc 101			
164.	All			
165.	Soc 101, Psy 101			
166.	All			
167.	Soc 101			
168.	Soc 229			
169.	Soc 229			
170.	Psy 101			
171.	Psy 209			
172.		Psy 250		
173.		Psy 250		
174.		Psy 250		
175.	Psy 101			
176.	Psy 251			
177.	Bus 101			
178.	Bus 101			
179.	Soc 229 - 230, Soc 121 - 122			
180.	Eng 219, Bus 101			
181.	Soc 111			
182.	Eng 101, 102, 219			

OBJECTIVE ANALYSIS SHEET - COLLEGE Essex

Objective #	Column 1	Column 2	Column 3	Column 4
A.	Psy 251, Soc. 250			
B.	Psy 250, 251, Soc. 250			
C.	Soc. 101			
D.	Soc. 108, Soc. 219			
E.	Psy. 250			
F.	Soc. 108			
G.	Soc. 250			
H.	Psy. 250, 251			
I.	Soc. 250			
J.	Soc. 250			
K.	Soc. 250, Soc. 108			
L.	Soc. 250, Soc. 108			
M.	Soc. 250			

OBJECTIVE ANALYSIS SHEET - COLLEGE Cuyohoga

Column 1 - Integral Part Of Following Course(s)
Column 2 - Can Easily Be Incorporated Into Following Course(s)
Column 3 - Within Scope Of Community College But Cannot Be Incorporated Into Existing Course
Column 4 - Objectives Are Beyond Transfer Capabilities Of Our Institution

Objective #	Column 1	Column 2	Column 3	Column 4
1.	717 - 121			
2.	717 - 121			
3.		810 - 205		
4.	810 - 102			
5.	810 - 102			
6.	810 - 207			
7.	810 - 207			
8.				
9.	810 - 101, 102			
10.	717 - 125			
11.	840 - 103			
12.	(Not categorized)			
13.	717 - 123			
14.	717 - 121 thru 251			
15.	717 - 125			
16.	717 - 123; 124			
17.	717 - 201			
18.	717 - 121 thru 251			
19.	717 - 251			
20.	(Not categorized)			
21.	" "			
22.		717 - 123 or 124		

OBJECTIVE ANALYSIS SHEET - COLLEGE Cuyohoga

Objective #	Column 1	Column 2	Column 3	Column 4
23.	717 - 202			
24.	717 - 123 & 202			
25.	717 - 123 & 125			
26.			X	
27.	717 - 204			
28.	717 - 121			
29.	717 - 123; 201; 202			
30.	" " "			
31.	840 - 103; 850 - 101			
32.	850 - 101			
33.	850 - 101 & 102			
34.	810 - 102 & 205			
35.				X
36.	810 - 207			
37.	810 - 102			
38.	810 - 102			
39.	717 - 123 & 202			
40.	717 - 125 & 202, 203, 204			
41.	717 - 123, 124, 202			
42.	810 - 101			
43.		717 - 203		
44.	717 - 123, 124			
45.	" "			
46.	717 - 201			
47.	717 - 123 thru 204			
48. & 49.				
50.	717 - 201, 202			
51.	717 - 122			

OBJECTIVE ANALYSIS SHEET - COLLEGE Cuyohoga

Objective #	Column 1	Column 2	Column 3	Column 4
52.	717 - 202			
53.	717 - 202, 203, 204			
54.	" " " "			
55.	" " " "			
56.	717 - 125			
57.	717 - 201			
58.	717 - 123, 124			
59.	717 - 125			
60.	717 - 123, 124, 201			
61.	(Not categorized)			
62.	717 - 125			
63.	717 - 121, 125			
64.	717 - 125			
65.	717 - 125			
66.	717 - 125, 201, 202			
67.				X
68.	717 - 123			
69.	717 - 123, 124			
70.	717 - 202			
71.	717 - 202, 203, 204			
72.	717 - 201, 202, 203			
73.	717 - 123			
74.	717 - 125			
75.	717 - 202, 203, 204			
76.	717 - 123			
77.	717 - 202			
78.	717 - 125			
79.	717 - 123, 124, 125, 201, 202, 203			

OBJECTIVE ANALYSIS SHEET - COLLEGE Cuyohoga

Objective #	Column 1	Column 2	Column 3	Column 4
80.	717 - 204			
81.	717 - 123, 202, 203			
82.	717 - 123, 124			
83.	717 - 123, 125			
84.				
85.	717 - 125, 204			
86.	717 - 122			
87.	717 - 121 thru 204			
88.	717 - 125, 202, 203			
89.	717 - 125			
90.	717 - 125			
91.	717 - 123, 202, 203, 204			
92.	" " " " "			
93.	717 - 125			
94.	717 - 121 thru 204			
95.	This is an instruction; not an objective.			
96.	840 - 103, 104, 105			
97.	717 - 202, 203			
98.		717 - 125; 201		
99.	717 - 202, 203, 204			
100.	717 - 204			
101.	717 - 203			
102.	717 - 202, 203, 204			
103.	717 - 204			
104.	717 - 203			
105.	717 - 125, 203			
106.	560 - 091, 101; 717 - 125			
107.	717 - 204			
108.	717 - 202, 203, 204			

OBJECTIVE ANALYSIS SHEET - COLLEGE Cuyohoga

Objective #	Column 1	Column 2	Column 3	Column 4
109.	850 - 201; 717 - 125, 204			
110.	850 - 201; 717 - 125			
111.	717 - 125, 204			
112.	717 - 123, 124, 202, 203			
113.	717 - 123, 124, 202			
114.	717 - 125			
115.	717 - 205			
116.	717 - 202, 203, 204			
117.	560 - 091, 101; 717 - 125			
118.	717 - 125, 202, 203			
119.	717 - 204			
120.	717 - 202, 203			
121.	717 - 203, 204			
122.	717 - 125, 204			
123		717 - 202 or 203		
124.	717 - 202, 203			
125.	717 - 202, 203			
126.	717 - 121			
127.	560 - 091; 717 - 121			
128.	717 - 124, 125			
129.	(Not categorized)			
130.		717 - 251		
131.	717 - 123, 202			
132.	717 - 121, 122, 123			
133.	717 - 125, 202			
134.		717 - 251		
135.	717 - 124, 125			
136.	560 - 091; 717 - 125			

OBJECTIVE ANALYSIS SHEET - COLLEGE Cuyohoga

Objective #	Column 1	Column 2	Column 3	Column 4
137.	717 - 203			
138.	717 - 202			
139.	717 - 202			
140.	717 - 125, 203			
141.	717 - 122, 125			
142.	850 - 102, 201 717 - 125, 204			
143.	717 - 125, 204			
144.	Same as #140			
145.	717 - 124 870 - 121			
146.	717 - 125, 204			
147.	717 - 202, 203, 204			
148.		717 - 125		
149.	717 - 125			
150.	717 - 204			
151.		717 - 122		
152.	717 - 125, 204			
153.	717 - 125, 204			
154.	560 - 091, 101			
155.	717 - 122, 202			
156.		717 - 251		
157.	460 - 101 & 112			
158.	460 - 101 & 112			
159.	717 - 121			
160.	717 - 123; 124; 202			
161.	717 - 123, 124			
162.	810 - 207			

OBJECTIVE ANALYSIS SHEET - COLLEGE Cuyohoga

Objective #	Column 1	Column 2	Column 3	Column 4
163.	810 - 207			
164.	All			
165.	717 - 124; 870 - 121			
166.	717 - 202 - 204			
167.	" " "			
168.	717 - 125, 202, 203			
169.	717 - 125, 202, 203			
170.	810 - 207			
171.	810 - 207; 717 - 123			
172.	(Not categorized)			
173.	717 - 122			
174.				
175.	717 - 212, 203, 204			
176.	810 - 207			
177.	460, 101, 112; 460, 101; 717 - 125, 204			
178.	717 - 122			
179.	717 - 202			
180.	717 - 204			
181.	717 - 123, 202, 203, 204			
182.	717 - 204			

THE FOLLOWING ANALYSIS FROM THE COMMUNITY COLLEGE OF DENVER WAS RECEIVED AFTER THE FIRST-YEAR REPORT WAS WRITTEN AND DUPLICATED. IN THE REPORT, WE STATED THAT ANALYSES FROM FIVE OF THE EIGHT COLLEGES HAD BEEN RECEIVED. WITH THIS ADDITION OF THE ANALYSIS FROM DENVER, WE NOW HAVE SIX OF THE EIGHT COLLEGES RESPONDING. (9/10/76)

107-C

OBJECTIVE ANALYSIS SHEET - COLLEGE Denver

Column 1 - Integral Part Of Following Course(s)
Column 2 - Can Easily Be Incorporated Into Following Course(s)
Column 3 - Within Scope Of Community College But Cannot Be Incorporated Into Existing Course
Column 4 - Objectives Are Beyond Transfer Capabilities Of Our Institution

Objective #	Column 1	Column 2	Column 3	Column 4
1.	PY 111 & 113; AN 111, 112 &113	PY 112; PY 221		
2.	PY 111; AN 111, 112, 113; PS 113 & 114	PY 230, 240, 250, & 221		
3.	PY 113; PY 230; SW 203	PY 221		
4.	PY 107, 112, & 113; AN 111, 112, & 113			
5.	PY 107, 112; AN 111, 112, 113; PH 120, 121	SO 111 & 112		
6.	PY 111, 112, 222; AN 111			
7.	PY 111, 222	PY 221; AN 113		
8.		SW 103		
9.	PY 112, 210, 221; AN 111, 112 113; PH 120, 121	SO 111, 112; AN 201, 202, & 203		
10.	SW 105; PS 114 & 113	SSS 103, 195; AN 113		
11.	PY 112; AN 111, 112, & 113	PY 210; SO 111, 112 & 211		
12.	PY 111 & 113	PY 220; AN 111, 112		
13.	SW 102, 121	AN 113		
14.	SW 105, 121			
15.	SW 105	AN 113		
16.	PY 100			
17.	PY 111; B 153; AN 113	SS 260; PS 113 & 114		
18.	SW 105	PY 285; SS 299; AN 113; PS 113 & 114		

107-D

OBJECTIVE ANALYSIS SHEET - COLLEGE Denver

Objective #	Column 1	Column 2	Column 3	Column 4
19.	PY 107; SW 200; AN 113	PY 102, 105; AN 111		
20.	PY 107; SW 200	PY 105, 250		
21.	PY 210; SW 200; AN 113	PY 250; SO 107; AN 111 & 112		
22.	SW 200	PY 100		
23.	SW 121	PY 100		
24.	SW 200	PY 100		
25.	SW 105; SW 121	AN 113		
26.			x	Business Courses
27.			x	
28.	B 153; PS 114	SO 135		
29.			x	x
30.			x	x
31.	B 153	AN 113; PY 112		
32.	PY 112; AN 112	PY 210; AN 113; AN 111; PY 112		
33.	PY 112; AN 113	B 153; PY 210; SO 113, 195, 200; AN 111, 112		
34.	PY 230; SW 203	PY 113, 240		
35.	PY 230; SW 203	PY 113		
36.	PY 230; SW 203			
37.	PY 113; PY 230			
38.	PY 112; PY 230	PY 113, 240; SS 260; AN 113		
39.	SW 105			
40.	SW 105, 200	SO 195; PS 114; AN 113		
41.		B 153; PY 210		
42.	PY 112, 210; AN 111, 112, 113	SO 112		
43.			x	x
44.	SW 102, 121	AN 113		
45.	SW 102, 121			

OBJECTIVE ANALYSIS SHEET - COLLEGE Denver

Objective #	Column 1	Column 2	Column 3	Column 4
46.	SW 200			
47.	SW 200			
48.	PY 107; SW 200	PY 105		
49.	SW 200	AN 113		
50.			x	x
51.	SW 121			
52.	B 153			
53.	B 153			
54.	SW 203			
55.				x
56.	SW 121	AN 113		
57.	SW 105			
58.	SW 121, 200			
59.	SW 121, 200			
60.	SW 205			
61.	SW 203			
62.	SW 105			
63.	SW 105, 121, 225	AN 113; PS 114		
64.	SW 225	PS 114		
65.	SW 105, 121, 225; AN 112	AN 113; PS 114		
66.	SW 105, 121, 225	AN 113; PS 114		
67.	SW 200			
68.	SW 102, 121			
69.	SW 203			
70.	SW 121			
71.	SW 200			
72.	SW 102			
73.	SW 121			
74.	SW 105	AN 113; PS 114		

107-E

107-F

OBJECTIVE ANALYSIS SHEET - COLLEGE Denver

Objective #	Column 1	Column 2	Column 3	Column 4
75.	SW 105, 121	PY 102, 105, 108		
76.	Py 107; SW 200	PY 250		
77.	PY 100; SW 102			
78.	SW 105	PS 114		
79.	PY 107; AN 113			
80.	SW 121			
81.	SW 105, 121; AN 113			
82.	SW 203			
83.	SW 105	PS 114		
84.	SW 200; AN 113	AN 111, 112		
85.	SW 105			
86.	SW 121			
87.	B 153; SW 105			
88.	SW 105			
89.	B 153; SW 105	SO 195; AN 113; PS 114		
90.	SW 121	AN 113; PS 114		
91.	SW 121			
92.	B 153; SW 105; SW 200			
93.	SW 105	SS 103; AN 113; PS 114		
94.	SW 105	PS 114		
95.	SW 105	SSS 101, 102, 213, 260; PS 114		
96.	PY 210; SW 200; PS 113, 114	AN 113		
97.	SW 105, 121, 200	AN 113; PS 113, 114		
98.	PY 210; SW 105, 121	AN 113; PS 113, 114		
99.	SW 105, 121, 200	PS 114		
100.	SW 105	PS 113, 114		
101.	SW 105, 121	SSS 101, 102; SO 213; PS 114		
102.	SW 105, 121	SSS 101, 102; SO 213		

107-C

OBJECTIVE ANALYSIS SHEET - COLLEGE Denver

Objective #	Column 1	Column 2	Column 3	Column 4
103.	SW 105, 121, 200	PS 113, 114		
104.	PY 100; SW 121			
105.	SW 121	PS 114		
106.	SW 105, 121, 200			
107.	SW 121, 200			
108.	SW 105, 200	SO 213, 234, 260; SS 101, 102		
109.	B 153; SW 105, 121	SS 103; PS 114		
110.	B 153; SW 105, 121	PS 114,; AN 113		
111.	SW 105, 121			
112.	SW 200			
113.	SW 121, 200			
114.	SW 121, 105	SS 103		
115.	SW 121, 200	PS 114		
116.	SW 105, 121, 200			
117.	SW 121			
118.	SW 105	SS 103; PS 114		
119.	SW 105	PS 114		
120.	SW 105	PS 114		
121.	SW 200			
122.	SW 200, 203			
123.	SW 200, 203	PY 285; PS 114; AN 113		
124.	SW 200	SO 213, 234; SS 101, 102		
125.	SW 203	SO 213; SS 101, 102		
126.	SW 200	AN 113		
127.	SW 200	AN 112		
128.	SW 200	AN 112		
129.	SW 121, 200, 203			
130.	SW 121, 200, 203	PS 114		

OBJECTIVE ANALYSIS SHEET - COLLEGE Denver

Objective #	Column 1	Column 2	Column 3	Column 4
131.	SW 121, 200, 203			
132.	SW 121, 200			
133.	SW 121, 200	AN 113		
134.	SW 105, 200			
135.	SW 200, 203	SO 213, 234; SS 101, 102		
136.	SW 121, 200, 203			
137.	SW 121			
138.	SW 105			
139.	PY 107; SW 102, 121	AN 113		
140.	B 153; SW 105, 121	SO 195; AN 113; PS 114		
141.	SW 105; AN 113	AN 111, 112; PS 114		
142.	SW 105	AN 113; PS 114		
143.	PY 210; SW 105, 200	SO 111, 112; AN 113		
144.	SW 105, 200; AN 113	AN 111; PS 114		
145.	SW 121	PY 100		
146.	SW 121			
147.	SW 105, 121	AN 113		
148.	SW 121; AN 111, 112, 113; PH 120, 121			
149.	SW 121; AN 111, 112, 113; PS 113, 114			
150.	SW 105, 121, 200	AN 113; PS 113, 114		
151.	PY 100; SW 121, 200	SO 213; SS 101, 102; PS 114		
152.	SW 121	PS 114		
153.	SW 200, 203			
154.	PY 100; SW 121	AN 111, 112, 113		
155.	PY 100; SW 121, 200	AN 111, 112, 113		
156.	SW 200, 203	AN 113		
157.	SW 121,200			

OBJECTIVE ANALYSIS SHEET - COLLEGE Denver

Objective #	Column 1	Column 2	Column 3	Column 4
158.	SW 121			
159.	B 153; SW 200	PY 230		
160.	B 153; SW 200			
161.	SW 200, 203			
162.	PY 111; SW 200, 203	PY 112, 113, 220		
163.	PY 111, 222	AN 113		
164.	B 153	SS 101		
165.	PY 100, 112; SW 121; AN 111, 112, 113			
166.	?	x		
167.	?	x		
168.	SW 105			
169.	SW 105			
170.	B 153; PY 111, 222; SW 200			
171.	B 153; PY 107; SW 105			
172.	PY 107; SW 105			
173.	B 153; PY 107; SW 105			
174.	B 153; PY 107; SW 105			
175.	PY 111, 222; SW 200			
176.	B 153; PY 111, 222; SW 200	PY 100; AN 113; PS 113, 114		
177.	SW 121, 200	PY 100; B 153; AN 113; PS 113, 114		
178.	SW 121, 200	B 153		
179.	SW 121, 200	B 153; PS 114		
180.		B 153; PS 113, 114		
181.	AN 111, 112, 113	SS 101, 102; B 153		
182.		B 153		

ADDENDUM II

POSSIBLE COURSE STRUCTURE FOR A MIAMI-DADE HUMAN SERVICES/DRUG ABUSE PROGRAM

Semester I

*SSS 101	Social Science - An interdisciplinary analysis of social interaction, social organization and personality development. There is a major emphasis on culture, its character-shaping functions and its reflection in language, attitudes, values and behavior. Major concepts are selected from anthropology, sociology, and psychology.
PSY 212	Dynamics of Human Behavior - Analysis of mechanisms of adjustment, motivation, frustration and conflict, learning, personality and psychotherapy. Emphasis is on the psychological processes of the normal individual functioning in society rather than on the behavior disorders.
ENG 120	English Composition - The techniques of expository prose.
BIO 201	Principles of Biology (Lab if required by receiving institution - this course recommended only in the event that proposed Open College course "Physiological Psychology" does not materialize.) - First half of a two-term course in the principles of modern biology, including: the cell doctrine; the basic physical phenomena of life; an elementary consideration of bioenergetics and biosynthesies; reproduction; the gene concept; the mechanism and evidence for organic evolution; phylogeny; community and population ecology. For prerequisites consult an academic advisor; corequisite: BIO 271.
	OR
*HSC 101	"The Ascent of Man" (An Open College offering) - An interdisciplinary general education course tracing the major events in the biological and cultural evolution of homo sapiens. The course traces the development of science and art as expressions of the special gifts that characterize man and that have made him unique among the animal species. Emphasis is on the processes of thought and imagination which are involved in the various attempts made by man to analyze and understand the nature of the universe and of himself.
SOC 201	Introduction to Sociology - A scientific study of man's social life, with emphasis on the structure of that society, the role of the individual as a group member, and the implications of social change.

Semester II

*SSS 102	Social Science - A continuation of SSS 101. The economic and political dimensions of cultures and societies are explored. The American economic and political order is examined in relationship to other systems.
PSY 211	Introduction to Psychology - Blends classic material with the most recent developments in psychological theory. It is designed to provide an understanding of human behavior as a natural phenomenon subject to scientific study. Prerequisite: Sophomore standing.
*ENG 121	English Composition - Techniques of expository prose and methods of critical reading and writing. Prerequisite: ENG 120 or permission of the department chairperson.
SOW 201	Introduction to Social Work - A survey of the history and functions of social welfare institutions and the needs they are assigned to meet in American society. The survey will include a study of the role of the social worker in meeting societal needs. Prerequisites: SSS 101, 102.
*HUM 201	Art and Music in the Humanities - Music and the visual arts, and the significance of the esthetic experience in Western civilization. This course, which will satisfy half of the General Education requirement in humanities, may be taken in any term.

Semester III

*HUM 202	Drama and Philosophy in the Humanities - The significance of drama in Western culture and/or introduction to some of the great issues in Western philosophy. This course will satisfy the second half of the General Education requirement.
PSY XXX	Physiological Psychology - Under development by Open College as a possible offering. The perfect course, a developer informs us for content relative to the physical and psychological consequences of substance abuse. If course development is aborted, attention should be directed toward the creation of a Substance Abuse course.
*MAT 120	Introductory Algebra - Elementary beginning algebra recommended for those students pursuing a mathematics oriented program and who do not have credit for two years of high school algebra.
PSY 241	Human Growth and Development - Acquaints students with the nature of human behavior as a dynamic developmental phenomenon. While the emphasis is psychological, an understanding of the physical aspects of development and their

	social implications is included. Observation and written analysis of principles of learning involved in human development are required. The course meets teacher certification requirements in the area of psychological foundations. Prerequisite: Sophomore standing.
SOW 270	Field Experience in Human Service I - Directed field work in cooperation with selected community service agencies involving direct student-client relationships with continuous in-service training and supervision.

Semester IV

ANT 220	Introduction to Cultural Anthropology - The nature of culture, personality, and social organizations. Emphasis is on the customs of pre-literate people.
	OR
HIS 206	Afro-American History - A survey, including African background, of the Afro-American in United States history, with emphasis on economic, political, and cultural development.
HIS 219	History of Cuba - Historical analysis of the development of Cuban society, its culture and institutions.
SOP 201	Social Psychology - Combining a knowledge of psychology, sociology, this course is an interdisciplinary approach to the study of human interaction. Its main theme deals with the nature of attitudes, how attitudes may be changed, the processes of interaction and the nature of group structures. (With a module on Problem Dependencies)
SOW 271	Field Experience in Human Service II - A continuation of SOW 270 for the student desiring a more extensive experience. Prerequisite: SOW 270.
MAT 251	Statistical Methods - Collecting, grouping, and presenting data; measures of central tendency and dispersion; probability, testing hypotheses; confidence intervals, and correlation. Prerequisite: two years high school algebra with a grade of C or better or MAT 120 with grade of C or better or permission of the department chairperson.
SOC 220	Marriage and the Family - The family as a social institution - its origins and development, its forms and functions, its interrelation with other social institutions, and its role in contemporary civilization. Areas of study include factors contributing to or acting against successful, stable marriages.
	OR
SOP 201	Social Psychology

*Meets General Education requirements.

ADDENDUM III

PROPOSED MODULE ON LEGAL AND ETHICAL CONSIDERATIONS FOR HUMAN SERVICES WORKERS

Miami-Dade's preliminary analysis of Vail objectives against our course offerings suggests the need for a module on the subject of legal and ethical considerations for Human Services workers. The content of the module would center around the following questions:

1. Is there now extant a "Code of Ethics" for Human Services workers? If not, should there be?

2. How should the credentialing of Human Services workers take place? Should practitioners in the Human Services regulate entry and control disqualification procedures of its personnel?

3. What ethical and legal considerations pertain between the Human Services practioner and his clients? What ethical and legal considerations pertain between the Human Services worker and his agency?

4. Under what circumstances should ethical considerations of the client be breached by "greater" societal need?

5. What courses of action are available to the individual whose personal ethical standards conflict with those of the employing agency?

6. What national, state, and local legislation impinge on the financing, staffing, and operation of the Human Services facility?

7. What relationship pertains between the Human Services industry and the Criminal Justice System?

8. What considerations should the Human Services practitioner make regarding activities in the following areas:

   a. overt political action.
   b. association with local or national advocacy groups.
   c. purely social relationships with clients of the employing agency.
   d. discussion of agency activities and problems with clients and lay persons within the community.
   e. affecting changes in policy and procedure within the agency.

9. Should Human Services workers engage in union activities? Should restraints be imposed on the Human Services workers right to strike?

RESPONSES FROM CONSORTIUM MEMBERS TO PROPOSED MODULE ON LEGAL AND ETHICAL CONSIDERATIONS FOR HUMAN SERVICES WORKERS

As of July 15th, three institutions responded to our proposed module on legal and ethical considerations for Human Services workers. All respondents agreed that such a module would be useful at their institution, and two persons agreed to work on the creation of such a module.

One individual suggested that the module should develop specific objectives relative to political issues relevant to Human Services workers.

Two respondents suggested that while they agreed that such a module would be useful at their institutions, a first effort should be (A) a module that developed greater understanding of national, state, and local laws that pertain to drug use. In this module the student would be required to explain the central assumptions under which these laws were passed and what the purpose of the laws were. Further, the student would assess the public harm and/or benefit derived from these laws. (B) The second suggestion is based on a series of related topics dealing with rights and responsibilities.

1. The Human Services worker as a responsible person? What does it mean to be responsible?
2. The Human Services worker and the client; what do I owe the client? How do I express responsibility to the client?
3. The Human Services workers responsibility to the Agency; what does this mean?
4. The Human Services worker is responsible to the community; what does this mean?
5. The Human Services worker and the law; what are my rights and responsibilities?
6. The rights and responsibilities of the Human Services client.
7. What is my value system? What about honesty, truth, responsibility, commitment?
8. What guidelines do I have for dealing with the tough decisions in Human Services?

SAMPLE EXTERNAL MODULE

This module was developed solely to illustrate an instructional system employed on the Downtown Campus of Miami-Dade Community College. The system is called "Life Lab," and utilizes a possible mode of external instruction. The module is in a very cursory form and is offered for demonstration purposes only.

The module is composed of objectives and resources directed toward the partial implementation of Knowledge Goal 2: "Recognize relationships between behavior and social, economic and cultural environments."*

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*Restated as Goal 2, Knowledge and Skills: "Recognize how social, economic, cultural, and sub-cultural factors influence the needs of individuals and groups."

The purpose of this module is to provide the student with a better understanding of the nature, extent, and societal approaches to the problem of drug use in America. Possible course carriers might be Social Science 101 (a general education course at Miami-Dade Community College) or the traditional Social Problems course.

The module is divided into the following areas:

1. Introduction: The drug problem, an overview.

2. Defining the problem.

3. The extent of the problem, and its social, economic, and personal costs.

4. The reasons for the drug explosion.

5. Coping with the problem of substance abuse.

THE DRUG PROBLEM: AN OVERVIEW

Objective: "The student will read BASIC FACTS ON DRUG ABUSE, and correctly perform the programmed exercises contained therein.

Objective: The student will define the following terms:

(1) habituation, (2) addiction, (3) stimulants, (4) depressants, (5) hallucinogens, (6) narcotics.

Reference: Basic Facts on Drug Abuse, Westman, Learning Systems, Inc., Homewood, Ill., 1972.

DEFINING THE PROBLEM

Objective: The student will be able to define the term "Drug Use", and explain why this term is more functional than the term "Drug Abuse."

Reference: NTC Video Tape, Values and Attitudes, 04-05V

Drug Use in America: Problems in Perspective, 2nd. Report of the National Commission on Marihuana and Drug Abuse GPO, Washington, PP7-14.

Objective: The student will list 3 or more chemical substances, widely used and with no medicinal qualities, that impair one's physical or mental state and are not popularly conceived of as "abused substances."

Objective: The student will, after having compiled the above listing, explain some deleterious effects, physically and psychologically of each substance.

Reference: Basic Facts on Drug Abuse, Ch. 2
Problems and Perspectives, pp 1-14

THE EXTENT OF THE PROBLEM AND ITS SOCIAL, ECONOMIC AND PERSONAL COSTS

Objective: The student will write an essay on the subject: "The extent of dangerous substance abuse in the United States." The essay should be 6 to 10 paragraphs.

Reference: White paper on Drug Abuse, A Report to the President from the Domestic Council Drug Abuse Task Force, GPO, 1975. pp 11-28.

"U.S. Brands Alcohol as Number One Abused Drug, Associated Press, Newsfeatures," February 19, 1972.

Objective: The student will maintain a written record of drug/alcohol related crimes occurring in his community as reported in the local press. The period of time in pursuit of this objective will be determined by the instructor.

Reference: LOCAL PRESS.

Objective: The student will interview an official of a local police department to determine answers to the following:

1. What do you estimate to be the cost per year to local taxpayers in providing police protection against drug (including alcohol) related crimes?

2. What is the estimate of the yearly arrests that are drug-related?

3. What is the estimate of the amount of money extracted from the community by
   a. drug related crimes against property?
   b. the sale of illicit substances?

4. What is the estimate of the number of crimes in your community committed against the person -- murder, assault, rape, etc., -- that are attributable to
   a. illicit substance use?
   b. legalized substance abuse?

Reference: Local Personnel Resource

The reasons for the Drug Explosion

Objective: The student will read the abstracts of two studies from Drugs and Family/Peer Influence and answer the questions contained herein:

1. What is the relationship between the following items and the extent of involvement in the drug culture:
   a. Ethnicity
   b. Age
   c. Sex?

2. On what points are the studies in agreement?

3. What criticisms and/or comments would you make regarding:

    a. Sample
    b. Methodology
    c. Conclusions

Reference: Research Issue 4, Drugs and Family/Peer Influence, National Institute on Drug Abuse, Washington.

Objective: "The student will be able to list and define the five categories of drug users as delineated by the National Commission on Marihuana and Drug Abuse."

Reference: Drug Abuse, Fundamental Facts and Insights, NTC 04000, NDAC, Washington, pp. M5-26.

Objective: The student will write an essay of no less than three type-written pages on the subject: "Why the Young Turn to Drugs."

Reference: All previous citations
"Why the Young Turn to Drugs," Christian Science Monitor, Sept. 18, 1974.

COPING WITH THE PROBLEM

Objective: The student will be able to define three alternative positions on how to cope with the problem of drug abuse.

Reference: Drug Abuse, A Social Problem. Audio Tape, NTC 04055, NDAC, Washington.

Objective: The student will state orally or in writing the intent of, and the relationship between the Harrison Act, 1914, and the 18th amendment.

Reference: The American Disease, Origins of Narcotic Control, Musto, Yale University Press. 1975.

Objective: The student will state in 6-10 paragraphs the arguments advanced for the legalization of marihuana.

Reference: White Paper, pp 11-28
LIFE, Reprint #78
Basic Facts, Ch. 2

Objective: The student will be able to discriminate between legalization and decriminalization in writing.

Reference: Life Reprint #78
White Paper 11-28

Objective: The student will, in 6-8 paragraphs compare and contrast the British approach to treating heroine use with the treatment approaches of the United States.

Reference: Dealing With Drug Abuse, A Report to the Ford Foundation, Praeger, NY, 1974. Ch. 3 ahd Ch. 7.

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ADDENDUM IV

PRELIMINARY DESIGN FOR A GENERAL EDUCATION VARIABLE CREDIT EXTERNAL COURSE FOR HUMAN SERVICES/DRUG ABUSE ASSOCIATES DEGREE CANDIDATES

What follows is a preliminary design for a general education external course utilizing the concept of variable credit for human services/drug abuse associates degree candidates. The designers recognize that considerably more refinement of this first attempt would be necessary and that certain administrative hurdles would have to be surmounted before it could be implemented. The major administrative obstacles would be in terms of the absence of Miami-Dade policies recognizing either variable credit or the kind of external mode envisioned in this design.

We selected Social Science 101 because of the following:

1. The project staff has a social science instructor attached to it;

2. Social Science is amenable to the incorporation of substance abuse content without jeopardy to departmental goals and objectives.

The content for SSS 101 is divided into three phases, relatively well balanced in terms of content and time. For each phase completed, the student will earn one credit hour.

The three phases are as follows:

PHASE I, Social Science and the Culture Concept

PHASE II, The Human Personality

PHASE III, The Institutional Structure of Society

Each phase will utilize two basic texts except for Phase III. The texts are: Basic Principles of the Social Sciences, Horton et al and Selected Readings in the Social Sciences, by Kenney and Turk. The additional reading for Phase III will be Basic Facts of Drug Abuse, by Wesley C. Westman. It is my considered opinion that these materials are ideally suited for this population for the following reasons:

1. The Basic Principles is programmed, which enables the student to immediately check his comprehension of the written material;

2. The programmed material actively involves the student in the learning process;

3. The programmed learning approach pinpoints for the student those aspects of the printed material on which he is likely to be tested;

4. The selected readings are, with few exceptions, short and easily comprehended. Many of them are taken from daily newspapers and popular periodicals. These readings are designed to:

   a. enhance the student's understanding of the basic principles of the social sciences; and
   b. to provide the student with a variety of perspectives on given issues.

Each phase of the variable credit program will include student conferences, either on campus or at an appropriate off-campus location. There will also be appropriate film utilization, and specific activities designed to achieve specific objectives.

The following is a phase by phase approach to SSS 102.

PHASE I

Social Science and the Culture Concept

MODULE I. The Social Sciences

GOAL 1. To enhance the student's understanding of the contemporary social sciences and component disciplines.
Objective 1. The student will be able to distinguish between the natural and the social sciences.
Objective 2. The student must demonstrate an understanding of the evolution of social science by either verbally or in writing citing the contributions of the following:
1. The Greek rationalists (Plato, Socrates, Herodotus)
2. The "Enlightened Philosophers" (Rousseau, Burke, Smith)
3. The "Social Scientists" (Comte, Spencer, Sumner)

Objective 3. The student will be able to define the disciplines that comprise the social sciences.
Objective 4. The student will be able to specify at least two areas of inquiry for each of the disciplines.
GOAL 2. The student will depart this course with an enhanced understanding of the scientific method, and the limitations of its applicability in the social sciences.
Objective 1. The student will be able to cite the various steps involved in the scientific method.
Objective 2. The student will define a social problem drawn from his specific situation and devise a solution using the approach of the scientific method.
Objective 3. The student will identify his personal prejudices, and explain how this affects his judgment and perception.

Readings: Basic Principles - Chs. 1, 2, and 3
Selected Readings: "Is Social Science Scientific?," Russell Kirk
"Can Science Save Us?," R. P. Cuzzort
Movie: "The Scientific Method"

MODULE II. The Culture Concept

GOAL 1. To enhance the student's understanding of the concept of culture.

Objective 1. The student will be able to identify and/or define the following:

1. Culture, in a general sense
2. Culture, in a specific sense
3. Social norms
    a. mores
    b. folkways
    c. fads and fashions
    d. taboos
    e. laws
4. Ethos
    a. myths
    b. beliefs
    c. values
    d. ideologies
5. Institutions
6. Cultural integration
7. Real Culture
8. Ideal Culture

Objective 2. The student will write an essay of several paragraphs on the subject of "Cultural Influences in the Development of My Personality."

Objective 3. The student will prepare a list of social needs common to all cultures.

Objective 4. The student will devise an ideal institutional approach to meeting society's needs.

GOAL 2. To recognize that other cultures have orientations different from our own, and that there is no universal criteria by which a culture can be evaluated.

Objective 1. The student will be able to define the terms 1) Ethnocentrism and 2) Cultural Relativity

Objective 2. After having been exposed to different cultural manifestations, the student will, through the medium of class discussion, isolate the principle values of the selected culture's ethos.

Objective 3. Students operating in small groups will prepare a list of the positive and negative aspects of ethnocentrism.

Objective 4. The student will isolate no less than five basic ingredients in the American ethos.

Readings: Basic Principles - Chs. 7 and 9

Selected Readings: "Culture: A Basic Definition," Scott C. McNall
"Similarities Among Cultures," George P. Murdock

Movies: "The Vision Quest"
"The Australian Aboriginees"

MODULE III. Social and Cultural Change

GOAL 1. The student will recognize the inevitability of social and cultural change, and the multiple reasons for this phenomena.

Objective 1. The student will be able to define

1. Invention
2. Discovery
3. Technology
4. Diffusion (Acculturation)
5. Socio-cultural drift

Objective 2. The student will be able to define cultural lag, and to cite several instances of same in American life.

GOAL 2. The student will recognize that culture is man-made, and is subject to the direction of human intelligence.

Objective 1. The student will devise alternative futures for American society, especially in the area of values and social organization. Accomplishing this task, the student will accept the following assumptions:

1. Alternate fuel sources will be developed
2. The movement toward automation and cybernation will continue
3. There will be no world-wide nuclear conflagration
4. Population growth will have reached the zero growth level

Readings: Basic Principles - Ch. 8

Selected Readings: "On the Threat of Ikness," Colin Turnbull
"Using Science and Technology for Social Improvement," Jerome B. Wiesner
"The Coming Famine," Paul Ehrlich
"If We Are to Survive in Our Cities," Hazel Henderson
"A Case for Rebellion," Wm. O. Douglas

Movies: "New Lives for Old"
"Future Shock"

Evaluation for Phase I

Possible Points to be Earned	100
Pts. for completing exercises in Basic Principles	10
Summaries (1 or 2 paragraphs) of readings, 2 pts. each	20
Test, multiple choice, essay, short answer	70

Grades will be assigned as follows:

A = 90 to 100 pts.
B = 80 to 89 pts.
C = 70 to 79 pts.
D = 60 to 69 pts.

PHASE II

The Human Personality

MODULE I. Personality Development

GOAL 1. To enhance the student's understanding of the various factors in personality development.

Objective 1. The student will be able to define the following terms:

1. personality
2. biogenic
3. environment, social and physical
4. intelligence
5. socialization

Objective 2. The student will be able to define the following terms from the following psychological schools:

Ethological
1. instinct
2. aggression
3. territory
4. dominance

Psychoanalytic
1. Id
2. Ego
3. Superego
4. Libido
5. Oral, Anal, and Phallic stages

Behaviorist
1. stimuli
2. response
3. reinforcement
4. reward
5. punishment
6. conditioning

Social Psychological
1. self-concept
2. "looking-glass" self
3. I, Me, Generalized other
4. role playing
5. role expectation

Humanistic
1. Self-actualization
2. Existential Living
3. Phenomenological Field
4. Creativity
5. Conditions of Worth

GOAL 2. The student will become familiar with the major schools of personality development.

Objective 1. The student will be able to state at least two assumptions upon which the following schools of personality development operate: The Ethological, The Psychoanalytic, The Behaviorist, The Social Psychological and The Humanistic.

Objective 2. The student will be able to cite at least two contributions to the study of personality development made by the following: Konrad Lorenz, Sigmund Freud, B. F. Skinner, George Herbert Mead, Charles Horton Cooley, and Carl Rogers.

GOAL 3. The student will develop an enhanced appreciation of the role that culture plays in the tailoring of our collective personalites.

Objective 1. The student will be able to isolate certain values and beliefs that serve as the personality core of the American middle class.

Objective 2. The student, in a group setting, will be able to isolate certain values and beliefs that serve as the core values of those in poverty.

Readings: Basic Principles - Ch. 5
Selected Readings: "Race and Poverty"
"America, The Country of the Common Man"
Reprint: "The Squaring of America"
"The American Idea of Success"
Movies: "The Eye of the Beholder"
"Miss Goodall and the Wild Chimpanzees"
Slide Tape: "Social Character"

MODULE II. Autonomy, Anomie, and Adjustment

GOAL 1. To make the student aware that deviance, autonomy, and adjustment are alternative responses to cultural demands.

Objective 1. The student will be able to define the following:

1. normal
2. deviant
3. autonomy
4. anomie
5. adjustment

Objective 2. The student will be able to explain how the following serve as barriers to adjustment

1. technological change
2. urbanization
3. the decline of primary relationships
4. the options available for alternative life styles

Objective 3. The student will discuss the societal need for autonomy, and will recognize that autonomous types are deviations from the norm.

Objective 4. The student will be able to explain how elements of the mass society serve as barriers to the achievement of autonomy.

GOAL 2. The student should develop a greater understanding and empathy for deviance within American culture, and should recognize that deviance is culturally defined.

Objective 1. Student groups will write a paper of 10-15 paragraphs on counter cultures in South Florida, carefully delineating the values, and attitudes of each group.

GOAL 3. The student will become aware of the factors responsible for the drug explosion and will know the legal, physiological, and psychological consequences of drug abuse.

Objective 1. Students will report in writing, in person or by audio tape on drug abuse as a component of a counter-cultural movement.

Objective 2. The student will be able to list a minimum of three factors responsible for the "Drug Explosion."

Objective 3. The student will distinguish between those categories of drugs that are addictive and those that result in psychological dependency.

Objective 4. The student will demonstrate his knowledge of the legal, physical, and psychological consequences of drug abuse through class discussion and multiple choice testing.

Objective 5. The student will write a short paper (4 or 5 paragraphs) on the subject: "Alcohol: Our Most Abused Drug."

Readings: Basic Facts on Drug Abuse
Basic Principles - Ch. 24

Selected Readings: "Present Shock: Americans Lose Their Ability to Care"
"Neurosis is Rampant in America"
"Characteristics of Good Mental Health"
"Why the Young Turn to Drugs"
"The Methadone Cure"
"U.S. Brands Alcohol as Number One Abused Drug"

Movie: "The Individual"

Evaluation for Phase II
Possible Points to be Earned 100

Pts. for completing exercises in Basic Principles - Drug Abuse	15
Summaries (1 or 2 paragraphs) of readings, 2 pts. each	20
Test, multiple choice, essay, short answer	65

Grades will be assigned as follows:
A = 90 to 100 pts.
B = 80 to 89 pts.
C = 70 to 79 pts.
D = 60 to 69 pts.

PHASE III

The Institutional Structure of Society

GOAL 1. To make the student aware that all social institutions are man-made and should reflect the values and needs of a changing society.

Objective 1. The student will demonstrate his understanding of the impact of technology on social organization by writing a short paper (4 to 6 paragraphs) explaining how technological progress has affected one of the following institutions:

1. Religion
2. Education
3. The Family

Objective 2. The student will create a futuristic model of the above institutions in terms of structure and function for the year 2,000.

MODULE I. The Family

GOAL 1. The student will recognize that the American family is one of many alternatives and will recognize that our family choice is colored and shaped by cultural forces.

Objective 1. The student will be able to define the following terms as they apply to the institution of the family:

1. exogamy
2. endogamy
3. consanguine
4. conjugal
5. patriarchal
6. matriarchal
7. egalitarian
8. monogamy
9. polygamy
10. polygyny
11. polyandry

Objective 2. The student will, after having seen the movie "Four Families" and through the medium of instructional conference, point out the cultural forces in each of the families that determined:

1. the toilet training procedures
2. rights, privileges, and perogatives that exist for each family member
3. the relative status of males and females
4. the concept of a "good" and "bad" child

Objective 3. The student will, after having seen the above film, list these attributes of character that each family's socialization practice tended to emphasize.

GOAL 2. The student will acquire a more rational criteria for mate-selection.

Objective 1. Through the administration of a "Marriage Readiness" test, the student will ascertain his potential for a successful marriage.

Objective 2. The student will discuss the following as bases for entering matrimony.

1. class factors
2. religious factors
3. educational factors
4. home environment factors
5. age factors
6. the money factor
7. personal eccentricities
8. "the Romantic Love" factor

Objective 3. The student will explain the dangers inherent in reliance on "romantic love" as the basis for marriage.

Objective 4. The student will, in a short paper (4 to 5 paragraphs) defend or oppose the proposition: "Marriage is the route to the happy life, and everyone ought to be married." In this essay the student will cite societal pressures and rewards, social and monetary, to be derived from marriage.

GOAL 3. The student will acquire an enhanced understanding of divorce in America.

Objective 1. The student will be able to statistically correlate the rising status of women with our increasing divorce rate.

Objective 2. The student will explain, through the medium of an instruction conference how technological advances and subsequent social change, have contributed to our rising divorce rate.

Objective 3. The student will be able, in a single paragraph, to summarize the intent of the Florida No-fault divorce law.

Objective 4. The student will be able to cite at least 5 major causes of divorce according to reputable authorities.

Objective 5. The student, through the medium of class discussion will explore the repercussions of divorce on the parties involved, the children of the union and the families of the partners.

GOAL 5. The student will be encouraged to examine the consequences, individual and social, of "unplanned" children.

Objective 1. The student will estimate the cost of raising a child from infancy to age 18. The student will include in this estimate:

1. food, clothing, and shelter
2. normal medical expenses
3. education
4. recreation

Objective 2. The student will list and discuss five obstacles to overcoming cultural factors and implementing a policy of planned parenthood.

Readings: Basic Principles - Ch. 9 and 21
Selected Readings: "The Unwanted Child"
"The Unmarried Marrieds and Campus"
"Is the Population Explosion a Myth"

"The Coming Famine"
Movies: "The Population Explosion"
"Four Families"

MODULE II. Education and Religion

GOAL 1. The student will recognize that the institutions of education and religion are universal and like other social systems are experiencing change.

Objective 1. The student will list the universal functions of religion, and education. This listing will include both manifest and latent functions.

Objective 2. The student will select one of the world's major religions, and compare that faith with his own.

Objective 3. The student will state his own ideas re: the role of the institution of education as an agent/retardent of social/cultural change.

Objective 4. The student will compose a short paper (4 or 5 paragraphs) on the subject: "The relevance of Religion to Modern Man." This paper will be a response to the article: "The Changing Function of Religion and Morality."

GOAL 2. The student will be aware of the tensions created by religious differences in American society.

Objective 1. The student will investigate and report on one of the following:

1. anti-semitism in America
2. anti-Catholicism in America

GOAL 3. The student will acquire an enhanced understanding of the American concept of separation of Church and State.

Objective 1. The student will be able to summarize in a paragraph the gist of the following Supreme Court decisions:

1. Abbington School District vs. Schemp
2. Engel vs. Vitale

GOAL 4. The student will have an enhanced understanding of the difficulties experienced by the school as an agent of value transmission in a pluralistic society.

Objective 1. The student will cite several examples of cultural slight as they apply to various ethnic/cultural/racial groups in the United States.

Objective 2. The student will defend or oppose the proposition: "The American Public School System Perpetuates WASP Ideals."

Readings: Basic Principles - Chs. 19 and 20
Selected Readings: "Is American Education Outdated"
"The Changing Function of Religion and Morality"
"A New American Credo"
Movies: "Meet Comrade Student"
"The Black Heritage: Lost, Strayed, or Stolen?"

MODULE III. Social Stratification

GOAL 1. The student will recognize the universality and varieties of systems of social stratification.

Objective 1. The student will be able to define:

1. Social Stratification
2. Caste System
3. Estates System
4. Open Class System
5. Closed Class System
6. Status
7. Role

Objective 2. The student will list the criteria for ranking in one of the following societies:

1. Kwakiutl
2. Dobu
3. Zuni

(The source material for this activity will be drawn from reprints of chapters in *Patterns of Culture*, R. Benedict)

Objective 3. The student will list the criteria for ranking in American society. This criteria will be based solely on the student's judgment.

Objective 4. After having seen the film "Black Bourgeoisie," the student will discuss the criteria for placement within the Black community.

GOAL 2. *The student will acquire an enhanced understanding of the relationship between income and social stratification. The student will concurrently recognize the linkage between poverty and racial/ethnic tensions*.

Objective 1. The student will discuss the link between poverty and racial/ethnic identity.

Objective 2. The student will be able to statistically identify poverty in America based on HEW statistics as it relates to the following:

1. geographic areas
2. race and national origin
3. educational attainment

GOAL 3. *The student will become familiar with a variety of proposals dealing with the solution to America's Racial/Poverty problem*.

Objective 1. The student will be able to list a minimum of three basic criticisms of contemporary welfare programs.

Objective 2. The student will be able to state the criteria used by Florida in the administration of its state welfare program.

Objective 3. The student will be able to summarize (in one to three paragraphs) the principle ideas embodied in:

1. The Lindsey Plan
2. The Clarke Plan
3. The Keyserling Plan
4. The Theobald Plan
5. The Friedman Plan

Objective 4. The student will state his opinion of the most feasible means of ending poverty in America.

Readings: *Basic Principles* - Chs. 22, 11, and 12

Selected Readings: "Race and Poverty"
"Racial Equality and Economic Opportunity"
"The Moral and Political Significance of the 'Guaranteed Income'"

Reprints: 3 Chapters from *Patterns of Culture*

Movies: "Hunger in America"
"The Black Bourgeoisie"

Evaluation for Phase III

Possible Points to be Earned	100
Pts. for completing exercises in Basic Principles	10
Summaries of Articles from Selected Readings (9 articles) 1 or 2 paragraphs	20
Test, multiple choice, essay, short answer	70

Grades will be assigned as follows:

A = 90 to 100 pts.
B = 80 to 89 pts.
C = 70 to 79 pts.
D = 60 to 69 pts.

11/19/75

APPENDIX II

FIRST DRAFT

EXTERNAL ASSOCIATE DEGREE PROGRAM IN HUMAN SERVICES

First Semester

MDCC NOMENCLATURE		PROGRAM GOALS
SSS 101	Social Science	1, 3, 4, 8
PSY 211	Introduction to Psychology	6
MAT 201	General Education Mathematics	1
ENG 120	English Composition	1, 5
HSC 101	Ascent of Man	1
	or	
BIO 100	Fundamentals of Biology	1, 10 (with some modification to include physical consequences of substance abuse)
HUM 201	Art and Music	1

Second Semester

SSS 102	Social Science	1, 4, 8
PSY	Physiological Psychology	6, 10 (This course currently under development at North Campus, MDCC)
HUM 202	Philosophy and Drama	1, 14
SOC 201	Introduction to Sociology	8, 11
ENG 121	English Composition	1, 5

Third Semester

PSY 241	Human Growth and Development	13 (Should be modified to provide for greater depth in adolescense -- the time of contact for abused substances)
SOC 202	Introduction to Sociology II	2, 11
	or	
SOW 270	Field Experience in Human Service	2, 11

SOC 210	Social Problems	3, 4, 8
SOW 201	Introduction to Social Work	3, 4, 9, 14
ANT 220	Introduction to Cultural Anthropology	4

Fourth Semester

SOP 201	Social Psychology	4, 6, 11
SOC 220	Marriage & Family	12
HIS 206	Afro-American History	7 (Courses relevant to minorities of participating institutions)
	or	
HIS 219	History of Cuba	7
SOW 270	Field Experience in Human Services	2, 11
	or	
SOW 271	Field Experience in Human Services	2, 11
SOC 298	Social Statistics	8 (This course is offered at MDCC on experimental basis. It is required of all social services candidates at Florida International University. The only other statistics course is offered through the math department and would be too difficult for external degree students.)

NOTE: This program consists of 60 semester hours, the minimum required for an AA degree. Would suggest that: (1) a course specifically related to substance abuse (perhaps 2 hours) or (2) the SSS 101 and SSS 102 courses each contain a module on substance abuse. These modules or new course would include: (1) History of Substance Abuse and (2) Substance Abuse, the Individual, Society, and The Law.

PROGRAM GOALS

The Goals of the Program are:

1. to provide students with the same general education requirements as required of all transfer students in the participating institutions;
2. to provide college transfer credits for on-going work experiences that are program related;
3. to provide the student with an understanding of the functions and interrelatedness of society's institutions;
4. to enhance the students' appreciation of culture, to recognize its relativity and its role in shaping individual and collective behavior;
5. to improve basic communication skills; with an emphasis upon writing ability;
6. to enhance the students' understanding of personality development;
7. to enhance the students' understanding and appreciation for cultural orientations and behavioral dynamics in the community.
8. to provide opportunities for the student to formulate an analytical framework for examining contemporary social issues;
9. to enhance the students' understanding of the scope and function of human services;
10. to enhance the students' understanding of substance abuse;
11. to enhance the students' understanding of group dynamics and effective group facilitation;
12. to enhance the students' understanding of the role of the "family" in personality development;
13. to enhance the students' understanding of the wide spectrum of human maturation;
14. to enhance the students' understanding and appreciation of professional ethics related to human services.

APPENDIX III

LEARNING MATERIALS PROVIDED TO CURRICULUM DEVELOPERS BY THE NATIONAL DRUG ABUSE COUNCIL

NTC 07-13 (RTMC) Trainer Manual

NTC 07-00 (RTMC) Participant Notebook

NTC 02-14 (MTMC) Simulation Materials

NTC 02-03A (MTMC) Pharmacology Audio Cassette

NTC 02-06A (MTMC) Quality Client Service Audio Cassette

NTC 02-06S (MTMC) Quality Client Service Summary (Slide Presentation)

NTC 06-00 (MADWY) Trainee Manual

NTC 06-13 (MADWY) Trainer Manual

NTC 06-14 (MADWY) Simulation Materials

NTC 04-04V Legal Issues (Video Tape)

NTC 04-05V Values and Attitudes (Video Tape)

NTC 04-05S Drug Abuse; A Social Problem

NTC 11-13 (TOT) Manual for Course Delivery

NTC 03-002 Legal Issues

NTC 03-003 Suicide Intervention

NTC 03-004 Psychosis

NTC 02-002 Task Analysis as a Management Tool

NTC 02-021 Making Small Groups Work

NTC 01-08V Lov-A-Fair

APPENDIX IV

MASTER LIST OF NIDP GOALS AND OBJECTIVES
(INCLUDING RESTATEMENTS)

1. Introduce students to group processes and techniques and enable students to apply them in their own programs. I-80

2. Strengthen the student's understanding of drug abuse historically in the U.S. and its effect on the establishment of goals and objectives in drug programs. I-80

3. Broaden the student's knowledge of drug treatment modalities and pharmacology. I-80

4. Develop an understanding of the processes of program development, budget acquisition, funding and community organizing, and of organizational concepts-structural and behavior. I-80

5. Facilitate the student's understanding of the development, structure, and function of groups. I-81

6. Discuss and examine various approaches to understanding group behavior and its effect on drug programs. I-81

7. Differentiate between various group processes as a counseling technique. I-81

8. The student will be able to describe the principles of group dynamics, including trust-mistrust, cooperation-competition, dependence-independence. (3 hours) I-83

9. The student will be able to demonstrate a working knowledge of basic terminology and concepts of the group processes listed under content. I-84

10. The student will be able to identify criteria for classifying types of groups. I-84

11. Students will be able to briefly trace the development of group processes from the initial work of Kurt Lewin in 1947 to the present. I-85

12. The student will demonstrate sufficient internal control to plan, develop, and implement his own research project on group processes. I-85

13. Define McGregor's X and Y personality as an early interpretation of personality types as an example of using a correlated study as to cause and effect. I-86

14. Recognize and describe examples of communication networks and how they relate to social power. I-86

15. Identify four problems in communication (perceiving, transmitting, receiving, and use of semantics) and cite examples of each. I-87

16. Define and differentiate between covert and overt behavior. I-87

17. Identify indicators of conflict in groups. (2½ hours) (Useful only for specific therapeutic purposes.) I-88

18. The students will experience and be able to discuss the communication process and problems in team building activities which they experience during this session. I-89

19. Orient the student to the historical and present-day use of drugs. I-140

20. Introduce him or her to psychological implications of and rationales for drug use (such as Weil's theory on "altered states of consciousness). I-140

21. Familiarize students with the history and origins of hard drugs in the United States. I-140

22. Draw cause-effect relationships between trade expansion and drug use prior to the 20th century. I-140

23. Point out the Federal legislation enacted since 1900 and its impact on drugs and drug abuse. I-140

24. Students will be able to compare the use of drugs in a pre-literate cultural setting and in a modern culture. I-143

25. Identify and discuss at least two issues related to the use of drugs, supporting Andrew Weil's theory on "altered states of consciousness" as a rationale for drug use. I-144

26. List four classes of hard drugs introduced into the U.S. before 1900 and identify inventor/discoverors. I-144

27. Identify at least three specific drug laws and discuss rationale for each. I-146

28. Define overt racism and covert racism and explain the differences between the two. I-147

29. Cite and identify the significance of two civil cases--Linder vs. U.S. and Robinson vs. California--which preceded the classification of drug abuse as an illness rather than as a crime. I-147

30. The student will be able to relate content of written material to drug usage. I-149

31. To explore the history, philosophy and operational development of each modality. I-190

32. To describe, analyze, and compare techniques used in each of the three modalities. I-190

33. To introduce the student to the types of jobs that have to be performed in each modality and develop a table of organization. I-190

34. Name three major drug treatment modalities and give the theoretical rationale of each. I-193

35. Identify and describe the major components of treatment in methadone maintenance programs. I-193

36. Identify and describe the treatment process in therapeutic communities. I-193

37. Identify and describe the treatment process in multi-service centers. I-194

38. Interview staff in treatment programs. Student will be able to collect process and report data using the interview approach and other informational gathering techniques. I-195

39. Make the student aware of managerial, administrative, and related problems of a drug program. I-204

40. Educate the student in management/organization subjects. I-204

41. Train the student in specifics of organization and management, especially fund-raising activities in governmentally funded programs. Specific behavioral objectives are listed in the Instructor's Guide which follows the description of course strategies and approaches. I-205

42. The student will be able to explain the similarity between management and administration in drug programs and in other organizations. I-206

43. Explain the Chris Argyris "Mix Model." I-206

44. List and explain the five needs in Maslow's "hierarchy of human needs." I-207

45. Define: organization, management, and administration. I-207

46. Explain basic concepts known as Theory X and Theory Y, and explain the rationale for each. I-208

47. Draw and explain typical and classical chain-of-command and curricular organizational structures. I-209

48. Identify at least three levels of management and explain each in relation to the organization. I-209

49. List and explain some of the causes of intra-organizational conflicts. I-209

50. Develop the Maslow-management theory matrix and correlate Maslow's hierarchy with the various management theories (X, &, Z). I-210

51. Identify and characterize a "healthy" organization and show understanding of "morale" as the way people feel about their jobs and their lives--specifically, pride or lack of pride in the organization and in their own contribution to it. I-210

52. Explain job enlargement and organizational change, discriminating between growth and swelling, in relation to individual and the organization. I-211

53. Affirm that an organization is people and the success of the organization depends on the people and how they are led--planning, goal-setting, use of resources and leadership. I-211

54. Define the terms: management, administration, supervision, policy, goal, and objectives. I-212

55. Describe basic prototype of typical drug program organization, together with policies, goals, staff patterns, roles of various personnel. I-213

56. To apply management theories and concepts to drug program organization. I-213

57. Define at least two organizational goals and objectives and identify at least five organizing strategies and five planning strategies. I-214

58. Distinguish and explain differences between community organizing and community development and distinguish and cite examples of organizing via "grass roots," internal agent, and external agent. I-214

59. Cite and explain steps that must be taken to acquire a grant or contract. I-215

60. Define the following terms: RFP, Sole source, grant, contract. I-215

61. List and explain steps that must be taken to identify Federal and private funding sources, the advantages of each, and the means of locating available funds. I-216

62. List and explain steps involved in proposal planning. I-216

63. Identify and explain at least three of the research steps necessary in developing a proposal for funding. I-217

64. Cite and explain the formal and informal factos or steps involved in the award of a proposal. I-217

65. Define and compute each element and subelement of a proposal budget. I-218

66. Develop, prepare and determine budget allocations for simulated proposal. I-219

67. Define the terms listed in the content column. I-220

68. List and explain the major components of a proposal. I-220

69. List three characteristics of "methodology" in a proposal and explain the relationship of this section to the other parts of the proposal. I-221

70. Define and explain format of oral presentations. I-221

71. Write a proposal based upon the simulated RFP. I-222

72. Defend simulated proposal to mock oral review board which makes decision on funding. I-222

73. To offer the student an opportunity to bridge the gap between theory and practice by applying instructional concepts (acquired during the on-campus instructional phase) to job functions. II-280

74. To offer the student an opportunity to practice the skills necessary in assuming supervisory and managerial responsibilities. II-280

75. To offer the student an opportunity to test self-teaching capacities and train in certain necessary disciplines generally associated with the achievement of purposeful goals. II-280

76. Plan realizable goals and formulate strategies for undertaking the practicum tasks (by designing the Final Contract Agreement). II-281

77. Analyze the practicum tasks in terms of personal and programmatic needs as demonstrated in the formulation of the Final Contract Agreement). II-281

78. Relate the practicum task to the NIDP Phase I on-campus curriculum as demonstrated in the formulation of the Final Contract Agreement. II-281

79. Translate ideas and organize the flow of thought into acceptable written form as demonstrated in the formulation of the Final Contract Agreement, written journals, and the final report. II-281

80. Organize and write a synopsis of progress and development of varying points in time during the practicum period as demonstrated in the formulation of two written personal journals. II-281

81. Demonstrate a knowledge of two specific on-campus curriculum areas by completing two Phase II Workbook exercises. II-281

82. Demonstrate writing, organizational, and analytical skills and reading comprehension skills by completing two Phase II Workbook exercies. II-282

83. Demonstrate the ability to apply knowledge of the supervisory/managerial process to the goals and organizational structure of the program by successfully completing the practicum task. II-282

84. Demonstrate self-evaluation techniques by writing a retrospective account of all events and activities that occur throughout the 15 week practicum period, documenting what was actually achieved in the context of what was projected and agreed to in the Practicum Contract Agreement. II-282

85. Define and explain the roles of the field instructor, field supervisor, and adjunct faculty member. II-283

86. State the relationship between the length of the practicum, the number of credit hours given, and the time required for successful completion and list the 10 components of the course. II-284

87. Identify and explain the requirements of the Final Contract Agreement. II-285

88. Identify and explain the requirements of the two journals. II-286

89. Identify and explain the requirements of the Phase II Workbook assignments. II-287

90. To provide the student with an opportunity to improve writing, organizational, analytical, and reading comprehension skills. II-287

91. To familiarize the student with national policy and Federal legislation affecting drug programs. II-287

92. To provide student with introductory information on national trends in drug education, prevention and rehabilitation. II-288

93. Identify two federal agencies that provide information relating to national policy on drug programs. II-288

94. Name the State Senator and Congressional representatives. II-288

95. Prepare and organize a survey portfolio listing: a) Categories of Legislation--drug education, drug prevention, or drug rehabilitation legislation b) Name and purpose of each piece of legislation c) Sponsor-person(s) responsible for creation of legislation d) Reviewing body e) Status f) Year passed g) Year effective.II-28

96. To provide the student with an opportunity to improve analytical, supervisory/managerial, and reading comprehension skills. II-289

97. To provide the student with an opportunity to review and compare the managerial concepts of three behavioral scientists: Likert, McGregor, and Maslow. II-289

98. To provide the student with an opportunity to apply managerial concepts through a problem-solving exercise. II-289

99. Describe four types of relationships based on four management theories. II-289

100. List three interpretations of motivational problems as they relate to McGregor, Maslow and Likert. II-289

101. List suggestions that will assist in solving motivational problems. II-289

102. To provide student with an opportunity to improve writing, organizational, and analytical skills. II-290

103. To provide the student with an opportunity to demonstrate understanding of the three program modalities most commonly referred to in the current treatment of addiction: therapeutic communities, multi-service centers, and methadone maintenance programs. II-290

104. To provide the student with an opportunity to assess knowledge of program organization, administration, and treatment philosophy. II-290

105. Identify the modality of his or her program. II-290

106. Describe the goals of the agency. II-290

107. List the kinds of services provided by agency. II-290

108. Describe his or her job as it relates to the services provided by the program. II-290

109. Draw a diagram representing program organizational structure, identifying his or her position within the agency. II-291

110. Write a job description. II-291

111. Identify a program that represents one of the three basic modalities in drug treatment. (This modality must be different from the modality of the student's agency for purposes of comparison.) II-291

112. Compare and describe differences in treatment philosophies of the two programs. II-291

113. Compare the services provided to clients by each program. II-291

114. Identify and compare funding sources of each program. II-291

115. To provide the student with an opportunity to develop analytical, organizational, supervisory/managerial, and writing skills. II-292

116. To provide the student with an opportunity to utilize planning concepts and principles. II-292

117. Apply specific community organization principles to a problem-solving exercies. II-292

118. Develop and list planning strategies necessary for developing, implementing, and managing a community program. II-292

119. Develop and list strategies for identifying local and federal funding resources. II-292

120. Identify and describe corporations which are part of the local "power structure." II-29

121. To provide the student with an opportunity to develop reading comprehension, communication, and analytic skills. II-293

122. To provide the student with a reinforcement of the basic concepts of communication. II-29

123. To provide the student with a demonstration, through examples in the reading, of the importance of communication as a management skill. II-293

124. Demonstrate a knowledge of the basic concepts responsible for communication breakdown by defining, listing examples and discussing: Stereotyping, Cognitive dissonance, Halo effect, Semantic problems, Use of symbols, Argot, Nonverbal communication, Cues, and Unmeaningful sound. II-293

125. List and discuss approaches that might prevent communication breakdown. II-293

126. To provide the student with an opportunity to develop writing, analytical, organizational, and supervisory/managerial skills. II-294

127. To provide the student with an opportunity to apply concepts of organization in the development of a work statement in response to a simulated RFP. II-294

128. Identify a service not performed by his or her program that would aid in meeting program goals if implemented. II-294

129. Develop a comprehensive work statement for the proposed service, using a task chart. II-294

130. Demonstrate a knowledge of the techniques of improving communications by defining, listing examples, and discussing: Adjusting to the receiver, Feedback, Critical timing, Face-to-face communication, Observation, Listening with a "third ear", Direct language in the written report, and Redundance. II-295

131. Demonstrate the skill of providing unplesant feedback in an effective manner by responding to a sample feedback session. II-295

132. The student must demonstrate personal growth as it applies to the on-the-job situation. II-295

133. The ability to apply supervisory/managerial processes to the on-the-job learning situation. II-295

134. The ability to establish and maintain favorable relations with clients and co-workers, typical of competent supervisors. II-295

135. Identify and explain the requirements of the Field Visit Instructor Reports. II-296

136. The ability to adhere to planning strategies and methodologies outlined in the Final Contract Agreement. II-298

137. Progress and development as they apply to the practicum task and to the context of the Final Contract Agreement. II-298

138. Organizational skills to the practicum and job function. II-298

139. Communicative skills to the practicum and job function. II-298

140. Analytical skills to the practicum and job function. II-298

141. Supervisory/managerial skills to the practicum and job function. II-298

142. Identify and explain the requirements of the Final Report. II-299

143. Identify the ten components of the evaluative process, their values and the rationale for each. II-300

[illegible]4. State the practicum goals, specific objectives, personnel roles, requirements, and evaluative processes of the course. II-304

145. State the objective of this Planning Workshop as the formulation of a draft of the Final Contract Agreement and be able to explain categorically the Final Contract Agreement. II-304

146. Write specific measurable objectives relating to the practicum task. II-305

147. List and explain the relationship of the practicum task to the on-campus curriculum. II-306

148. List and explain the relationship of the practicum task to the two workbook exercises selected. II-306

149. The student will analyze the relationship between the chosen practicum task and future career aspirations and specify this relationship in writing. II-306

150. Further expose students to principles and techniques of administration in order to enrich and solidify their understanding of drug program operations. III-497

151. Integrate the practical applications experienced by students during Phase II with additional organizational and managerial concepts. III-497

152. Heighten the student's awareness of his or her managerial skills and weaknesses. III-497

153. Develop a basic understanding of the manner in which national drug strategies affect individual drug program operations and behavior. III-497

154. Increase the student's understanding of inservice training concepts, goals, and objectives as they relate to program development. III-497

155. Describe issues related to national policy and Federal funding. III-498

156. Identify administrative priorities, national policies, and funding strategies and their effects on social needs. III-498

157. Demonstrate that national policies not only reflect the "real situation" at local levels to some degree but also create a new situation. III-498

158. State the formula by which researchers have estimated the cost of drug-related crime. III-499

159. Evaluate trends in property crime and trends in drug use. III-499

160. Cite and identify the relationship between drug crime estimates and policies. III-499

161. Rate the impact of policies on federal, state, and local agencies. III-499

162. Identify the major components of a major legislative act that affects drug abuse program operation. III-500

163. Design a questionnaire that will be used for the Congressional interview strategy.III-50

164. Contact one public official who has a hand in shaping and formulating drug laws and national policies. . .conduct oral presentation of the Congressional interview. III-506

165. Analyze the planning process--including problem identification, goal setting, design and measurement of objectives, and evaluation. III-529

166. Bring about an understanding of the main features of the evaluation process--basic concepts, utility, and relationship to decision making. III-529

167. Introduce the interview questionnaire as a research tool applicable to drug programming. III-529

168. Discuss questionnaire design and implementation, data tabulation, and reporting.III-529

169. Examine fiscal management from an administrative perspective giving specific attention to budgeting and record keeping. III-529

170. Students will be able to state and write program objectives. III-531

171. Students will be able to compare their program's planning processes with model processes. III-533

172. Students will be able to: a) Identify and discuss the evaluation process; its origin and relationship to problems in Drug Programs. b) Describe the context of the evaluation process. c) Name and describe the three phases, including the steps of the evaluation processes. d) Describe the steps involved in Phase I of the evaluation process. e) Describe the steps involved in Phase II of the evaluation process. f) Describe the final steps in the evaluation process. g) Carry out the evaluation process. III-535-543

173. The student will be able to cite and identify the components of the administrative process and discuss its relationship to financial management in organizational planning. III-544

174. Review concepts of organization and to differentiate between formal and informal organizations. III-603

175. Analyze the role of interpretation, perception, and communication in relation to the upward and downward accountability functions of the supervisor. III-604

176. Apply techniques of supervision to simulated organizational operations. III-604

177. Cite and identify the impact of role relationships on individual behavior. III-606

178. List and rank supervisory relationships in terms of importance. III-606

179. Identify and write a description of the personal impact of supervisory behavior on individuals and their role relationships. III-607

180. Identify and list supervisory skills needed for self-development. III-607

181. Discuss role relationships with the group. III-608

182. Write a solution to a work problem using the decision-making process. III-608

183. Define a supervisor in functional terms. III-609

184. Cite and distinguish between inference and fact and their relation to decision making. III-611

185. Assess their own ability to determine fact and assumption as shown by Watson-Glaser critical thinking appraisal process. III-611

186. Cite and identify the relationship between leadership and decision making. III-612

187. Assess managerial skills in others. III-615

188. Cite and identify the best supervisory approach in a given situation. III-616

189. Apply leadership behavior principles to decision-making situations. III-617

190. Cite and identify at least five major concerns often expressed by people in leadership positions. III-620

191. State the relationship between social science and leadership. III-621

192. Discuss organizational authority and hierarchy. III-622

193. Introduce the students to the needs, concepts, and rationale for staff development in drug programs. III-721

194. Educate students in seven basic assumptions used to develop a training program philosophy. III-721

195. Instruct the students in learning processes and educational approaches. III-721

196. Train the students in the specific areas of responsibility related to staff training. Specific learning objectives are listed in the Instructor's Guide. III-721

197. Define and explain the purposes of: a) Staff development b) Trainer's function and c) Training role. III-722

198. Adequately explain the cognitive learning process and define the role of trainee or student. III-722

199. Define and explain the purposes of the eight developmental stages of designing and implementing an inservice training program. III-723

200. Demonstrate a knowledge of the developmental stages of designing and implementing an inservice training program. III-723

1. To introduce current developments in drug pharmacology and examine program and treatment approaches within the context of student's program operations. III-737

202. Provide background into the complexities of heroin as a drug and as part of a historical, socio-economic, legal, and biomedical problem. III-740

203. Discuss definitions related to drug abuse. III-740

204. Discuss some general depressants of the central nervous system. III-740

205. To provide a historical background and to compare and contrast in depth the three basic economic systems: capitalism, communism, and socialism. IV-1

206. To distinguish between the "isms" and see how they operate in practice and in theory.IV-1

207. To study the American economic system in depth and to examine its effect on organization. IV-1

208. To examine the role of government in the American economy, with emphasis on expenditure, regulations, and finance. IV-1

209. To examine functions, structures, and the fiscal and legal determinants of profit organizations in the American economic system. IV-1

210. To examine functions, structures, and the fiscal and legal determinants of nonprofit organizations in the American economic system. IV-1

211. Define, compare and contrast the major forms of government. IV-3

212. Define the economic characteristics of capitalism. IV-3

213. Define the similarities and differences in communism and socialism. IV-5

214. Discuss the implications of socialism. IV-6

215. Discuss the elements of supply and demand. IV-6

2 Identify the relationship between government and business. IV-7

217. Cite and identify the relationship between the government and economic conditions. [illegible]3

218. Cite and identify forms of ownership of organizations, including the advantages and disadvantages of each. IV-10

219. State the difference between profit and nonprofit organizations. IV-3

220. Familiarize students with the management of finance. IV-85

221. Compare and contrast the financial management of profit and nonprofit organizations. IV-85

222. Familiarize students with the differences between contracts and grants and the financial management of each. IV-85

223. Familiarize students with the latest NIDA contracts and funding guidelines. IV-85

224. The student will be able to: a) Cite and identify the relationship of financial management to business. IV-86

225. Define the following: a) Budgeting is the process of expressing in units and dollars the plans for a business for a specific period of time, usually a year. b) A long-range plan is a set of guidelines for a business (usually for 2,3,5, or 10 years). c) Capital consists of funds necessary to acquire assets. d) Assets are such items as land, building, machines, equipment and inventories that belong to a business. e) Current assets include inventories, receivables (amounts due from customers, for example), and cash. f) Fixed assets consist of such items as real estate, machinery, and fixtures; the money invested in these is called fixed capital. g) Liabilities are debts owed by the organization or business; these may be current or long-term. IV-88

226. Read and interpret a balance sheet and profit/loss statement. IV-88

227. The student will be able to define profit and nonprofit organizations and describe the relationship of financial management to each form of organization. IV-89

228. The student will be able to discuss the financial management of contracts and grants. IV-91

229. Discuss the current National Institute for Drug Abuse guidelines, trends and how they relate to federal funding strategies. IV-92

2 The student will apply research techniques in a problem solving situation. IV-120

231. The student will become comfortable with research and technical expertise. IV-120

232. To make students familiar with the reasons for and the results of the major data-gathering systems which most of them contribute to. IV-120

233. To see that different research approaches will yield different types of data and even different results. IV-121

234. The student should identify information top administrators seek and use as justifications for policies. IV-121

235. The student will be able to deal with the information-gathering demands of administrators. IV-121

236. To make students aware of the impact of technology and automation on society. IV-121

2 Discuss why administrators and policymakers want and use research. IV-122

238. Cite and identify three styles of research. IV-123

239. List and explain the major research instrument's strength and weaknesses. IV-123

240. Discuss current drug topics and identify relationships concerning research needed. IV-125

241. Discuss automation and its technological impact on society. IV-126

242. The student should be able to identify the processes of personnel administration. IV-135

243. The student should be able to identify the functions of personnel administration with particular emphasis on recruitment, selection, training and evaluation. IV-135

244. The student will examine personnel management from the perspective of the behavioral sciences with an emphasis on motivation. IV-135

24 The student will identify strategies to improve drug programs' personnel practices. IV-13

246. The student will be able to discuss and define the historical background of personnel administration. IV-137

247. The student will be able to identify and define the functions of personnel administration. IV-139

248. The student will be able to cite two behavioral science theories and their application to personnel administration. IV-142

249. Students will be able to design and describe drug program personnel and the responsibilities of key personnel. IV-143

250. The student will be familiar with the function of personnel administration.

251. See 268 and 269.

252. The student will be able to identify: existing policies and training programs that various corporations have implemented. IV-184

253. The practical factors companies are concerned with in developing policies to govern employment of individuals with drug abuse backgrounds. IV-184

254. Identify and categorize industries that have the fewest problems in hiring recovered addicts with criminal records. IV-184

255. Explore possible mechanisms for following up, over an extended period, the recovered population who are placed in jobs and job training. IV-184

256. Develop simulated corporate policy to govern the hiring and training of recovered addicts. The policies will be criteria-referenced by practical concerns. IV-186

257. Identify and categorize those industries which have extremely grave problems in hiring persons with criminal records and those industries which are likely to have the fewest problems. IV-187

258. Develop simulated program policy to govern the training, placement, and follow-up of successfully recovered addicts. IV-187 Strategy implementing: Students will present their policy statements orally and in writing. IV-189

2 The students will be familiar with the evolution of social welfare services in America. IV-213

260. The student will know one method for analyzing social welfare policy. IV-213

261. The student will explain and discuss some of the rudimentary steps involved in creating social welfare legislation. IV-213

262. The student will be able to identify selected examples of social welfare legislation.IV-21

263. The student will examine the impact of selected legislation on target populations. IV-213

264. Discuss the evolution of social services in America. IV-215

265. State the procedures used by the U.S. Congress for creating social welfare legislation. IV-219

266. Read, critique, and discuss a forthcoming or current piece of legislation and explain its relevancy to the student or his or her employing agency. IV-220

267. The student will be able to: cite definitions of social policy. IV-222

268. The student will participate in an independent study practicum. V-247-257

269. The student will utilize the independent study workbook in the conduct of independent research in the course of his practicum. (All objectives herein are incorporated into practicum). V-265-266

270. Determine the level of students' performance during the practicum phase based on their ability to associate and relate curriculum content to their experience. VI-348

271. Define methodology used to acquire data and reach conclusions. VI-348

272. Demonstrate the concepts of economic limitation and contradictions of social roles imposed on individuals. VI-348

273. Demonstrate the concept of tension reduction through mutual and divergent interests of particular groups, as well as group cooperation. VI-348

274. Demonstrate the ability to present two contrasting viewpoints while organizing supportive individuals to substantiate stated positions. VI-348

275. Discuss and analyze concepts and theories of management which contribute to the rationale for management by objectives. VI-348

276. The student will be able to analyze and discuss the distinction between decision making and problem solving. VI-351

277. The student will be able to identify and explain methods for promoting change. VI-353

278. The student will be able to identify the concept of economic limitations and describe the contradictions of social roles imposed on individuals. VI-355

279. The student will be able to identify the concept of tension reduction through mutual and divergent interests of particular groups. VI-355

280. The student will be able to identify and employ political strategies. VI-355

281. In a debate, the student will be able to present a viewpoint while organizing suppor[illegible]e individuals to support their stated positions. VI-356

282. The student will be able to identify the components of transactional analysis as a management tool. VI-357

283. Experience the three ego states while conversing in a work situation. VI-359

284. Define and discuss the components and usefulness of management by objectives. VI-360

285. Write a program objective that is specific, measurable, and time-phased. VI-361

286. Observe and discuss the use of MBO in a work setting. VI-362

287. Design an MBO system that gains greater commitment and desire to contribute from subordinates; gains better control over, and coordination of goal accomplishments; gains increased ability to help his or her subordinates development. VI-362-64

288. The student will become acquainted with the existence of details of, and results of three major research projects directed at understanding controversial aspects of government policy. VI-415

289. The student will be able to state how research can affect the development of ideas.VI-415

290. The student will discuss the uses made of (or the neglect of) key controversial research. VI-415

291. The student will review, discuss, and analyze reporting systems of federal agencies in conjunction with national policy and drug programs. VI-415

292. The student will cite the latest studies and reports on new and pending drugs. VI-415

293. The student will be able to analyze and discuss two studies of treatment projects. VI-417

294. The student will be able to research and present finding on current treatment issues and techniques. VI-418

[illegible] The student will be able to discuss current issues related to female addicts with an emphasis on future trends and social attitudes regarding treatment. VI-419

296. The student will be able to discuss the current trends regarding alcoholism and its treatment. VI-420

APPENDIX V

HUMAN SERVICES/DRUG ABUSE
ANALYSIS SHEETS*

CODE CATEGORIES:
A=Currently incorporated in course
B=Could be incorporated in course
C=Unrelated to the course
R=Replication of objective

NIDP Phase: [✓ I] II III IV V VI

	Sem. 1							Sem. 2					Sem. 3								Sem. 4									
Ref. #	SSS 101	PSY 211	MAT 201	ENG 120	HSC 101	BIO 100	HUM 201	SSS 102	PSY 201	HUM 202	SOC 201	ENG 121	PSY 251	SOC 202	SOC 210	SOW 201	ANT 220	ECO 210	BUS 100	ACC 107	SOP 201	SOC 220	HIS 206	HIS 219	SOW 271	SOC 298	ECO 211	ACC 108	SAM 251	
1	B	B	C	B	C	C	C	B	A	C	A	C	C	A	A	A	A	C	C	C	A	A	B	B	A	A	C	C	B	A
2	A	B	C	C	B	B	C	B	A	C	B	B	C	B	B	B	B	C	C	C	A	B	B	B	B	B	C	C	C	C
3	C	B	C	C	B	B	C	C	A	C	C	C	C	C	C	C	C	C	C	C	B	C	C	C	A	A	C	C	C	C
4	C	C	C	B	C	C	C	C	C	C	C	C	C	C	C	B	C	C	C	C	B	C	C	C	A	A	A	C	C	B
5	A	A	C	B	C	C	C	B	A	C	A	C	B	A	A	A	A	C	C	C	A	A	C	C	A	A	C	C	C	U
6	B	A	C	C	C	C	C	B	A	C	B	C	C	B	B	B	B	C	C	C	A	B	C	C	A	A	C	C	C	C
7	C	A	C	C	C	C	C	C	A	C	C	C	C	C	C	C	C	C	C	C	A	C	C	C	A	A	C	C	C	U
8	A	A	C	B	C	C	C	B	A	C	A	C	B	A	A	A	A	C	C	C	A	A	C	C	A	A	C	C	C	C
9	A	A	C	B	C	C	C	B	A	C	A	C	B	A	A	A	A	C	C	C	A	A	B	B	A	A	C	C	C	C
10	A	B	C	B	C	B	C	B	A	B	A	C	B	A	A	A	A	C	C	C	A	A	B	B	A	A	C	C	C	C
11	B	B	C	C	C	C	C	C	A	C	B	C	C	B	B	B	B	C	C	C	A	B	C	C	B	B	C	C	C	C
12	B	B	C	B	C	B	C	B	A	C	B	C	C	B	B	B	B	C	C	C	A	B	B	B	C	C	C	C	C	C
13	B	A	C	C	B	A	C	C	B	C	B	C	C	B	B	B	B	C	C	C	B	B	C	C	C	C	A	C	C	U
14	B	B	C	B	C	C	C	B	A	C	B	C	B	B	B	B	B	C	C	C	A	B	B	B	A	A	C	C	C	B
15	B	A	C	A	C	B	A	B	A	A	B	A	A	B	B	B	A	C	B	C	A	A	B	B	A	A	C	C	C	A
16	A	A	C	B	C	C	C	B	A	C	A	C	A	A	A	A	A	C	C	C	A	A	B	B	A	A	C	C	C	C
17	B	A	C	B	C	C	C	B	A	C	B	C	A	B	B	B	B	C	C	C	A	B	C	C	A	A	C	C	C	C
18	B	B	C	B	C	C	C	C	A	C	B	C	B	B	B	B	C	C	C	C	A	B	C	C	A	A	C	C	C	C
19	B	B	C	C	B	B	C	C	A	C	C	C	B	C	B	C	B	C	C	C	A	C	B	C	A	A	C	C	C	C
20	B	A	C	C	C	C	C	C	A	C	C	B	B	C	B	C	C	C	C	C	B	C	C	C	A	A	C	U	C	C
21	B	A	C	C	B	B	C	C	A	C	C	C	B	C	C	C	C	C	C	C	A	C	C	C	B	B	C	C	C	C
22	B	C	C	C	C	C	C	C	B	C	C	C	C	C	C	C	C	C	C	C	B	C	B	C	C	C	C	C	C	C
23	B	B	C	C	C	C	C	C	A	C	C	C	C	C	C	C	C	C	C	C	A	C	B	C	B	B	C	C	C	C
24	B	B	C	C	B	C	C	C	B	C	C	C	C	C	C	C	B	C	C	C	A	C	C	C	B	B	C	C	C	C
25	B	B	C	C	C	B	C	C	A	C	C	C	C	C	B	C	C	C	C	C	A	C	B	C	B	B	C	C	C	C
26	B	A	C	C	B	B	C	C	A	C	C	C	C	C	B	C	C	C	C	C	B	C	B	C	B	B	C	C	C	C
27	B		C	C	C	C	C	C	B	C	C	C	B	C	B	C	C	C	C	C	B	C	B	C	B	B	C	C	C	C
28	A	B	C	C	C	C	C	C	A	C	A	C	B	A	A	C	A	C	C	C	A	A	A	A	A	A	C	C	C	B
29	B	B	C	C	C	C	C	C	B	C	B	C	C	B	B	C	C	C	C	C	B	C	B	B	B	B	C	C	C	C
30	B	B	C	A	C	B	C	C	B	C	B	B	C	B	B	C	C	C	C	C	A	C	B	B	B	B	C	C	C	C
31	C	B	C	C	C	C	C	C	A	C	B	C	C	C	C	C	C	C	C	C	A	C	C	C	A	A	C	C	C	C
32	C	B	C	A	C	B	C	C	A	C	B	C	C	C	C	B	C	C	C	C	A	C	C	C	A	A	C	C	C	C
33	C	B	C	C	C	C	C	C	B	C	B	C	C	C	C	B	C	C	C	C	B	C	C	C	A	A	C	C	C	C
34	C	B	C	C	C	C	C	C	B	C	C	C	C	C	B	C	C	C	C	C	A	C	C	C	A	A	C	C	C	C
35	C	B	C	C	C	B	C	C	B	C	C	C	C	C	B	C	C	C	C	C	A	C	C	C	A	A	C	C	C	B
36	C	A	C	C	C	C	C	C	A	C	C	C	C	C	B	C	C	C	C	C	A	C	C	C	A	A	C	C	C	C

* Sample. Complete analysis available upon request.

APPENDIX VI

PROGRAM MANAGER DESCRIPTION
SUBSTANCE ABUSE PROJECT
EXTERNAL AA DEGREE IN HUMAN SERVICES

Role and Function of Program Manager (one program manager per institution)

1. Criteria for Selection:

   Cardinal to the success of the External Degree Program is the importance of designating the right persons to act as Program Managers at participating institutions. This is especially true with the unique clientele that should be attracted to this effort. Such a person should possess:

   a. A broad academic background, especially in the area of the social and behavioral sciences.

   b. A minimum of a Master's Degree.

   c. A commitment to punctuality and responsibility.

   d. A student-oriented teaching philosophy.

   e. A concern for detail, and a careful record keeper.

   f. A background that includes original social or psychological research.

   g. A history of human service involvement. (Especially desirable would be specific experience with substance abuse rehabilitation programs).

   h. Contacts with community agencies and personnel.

   i. An ability to communicate in speaking and in writing.

   j. The capability of lending necessary emotional support to participants in the program.

   k. Unimpeachable ethical professionalism.

   l. A willingness to support every aspect of the program.

   m. Broad contacts throughout the academic community.

2. Duties of the Program Manager:

   a. Serve as the academic counselor for participants.

   b. Act as an academic negotiator; in this capacity the program manager will serve as the intermediary between the student and selected subject area specialists.

   c. Coordinate academic endeavors with field experience.

d. Accept sole responsibility for assigning grades for field experiences. Assumed in this responsibility are necessary onsite visitations.

e. Insure his availability at specified times, for on-campus and telephone conferences.

f. Provide the necessary emotional and intellectual support that this category of student will expect.

APPENDIX VII

THE WASHINGTON MEETING

National Institute on Drug Abuse

Dr. Lonnie E. Mitchell
Chief, Manpower and
Training Branch
Division of Resource
Development

Dr. Thomas Carroll
Director, Division of
Resource Development

Mr. George Ziener
Education Administrator

Consultant

Dr. Stephen Plumer
President
Center for Educational
Development

Miami-Dade Community College

Dr. Robert H. McCabe
Executive Vice President

Mr. Horace Traylor
Dean for Development

Center for Human Services

Dr. Hyman Frankel
President

Career Development Center

Dr. Avis Pointer
Director

Miami-Dade Community College Project Staff

Miami-Dade Community College
College Office of Occupational
Education

Mr. James E. O'Connor
Project Director

Mr. Joseph Olson
Academic Coordinator

CONSORTIUM COLLEGES

Cuyahoga Community College
Dr. Robert E. Parilla
Vice President for Educational
Planning and Development

Community College of Denver
Dr. Jose Perea
Vice President

El Paso Community College
Mr. Jose Rivera
Director of Mental Health/
Human Services Program

Essex County College
Mr. Richard Williams
Counselor

Mercer County Community
Dr. David Leeb
Associate Dean
(not present)

Peralta Community College
System
Dr. Paul Elsner
Vice Chancellor,
Educational Services

St. Louis County Junior
College District
Dr. Robert Hollander
Division Chairperson of the
Social Science Division

HUMAN SERVICES/DRUG ABUSE (HS/DA)

CONSORTIUM MEETING I

AGENDA

FRIDAY, 6:30PM - 8:30PM
March 19, 1976
SHOREHAM AMERICANA HOTEL
BOARD ROOM

Chairperson and
Project Director
James E. O'Connor
Miami-Dade Community College
(305) 596-1341

This meeting is attended by the presidents or their representatives and curriculum specialists from the colleges invited to participate in the National Consortium, administrators and project staff from Miami-Dade, representatives from the National Institute on Drug Abuse and the Center for Human Services and educational consultant/resource persons. The following gentlemen will discuss various aspects of the project:

Dr. Lonnie E. Mitchell
National Institute on Drug Abuse
Chief of the Manpower and Training Branch

Dr. Hyman H. Frankel
Center for Human Services
President

Dr. Robert H. McCabe
Miami-Dade Community College
Executive Vice President

SATURDAY, 9:00AM - 4:00PM
March 20, 1976
Center for Human Services
The Chevy Chase Building
5530 Wisconsin Avenue
Room 1600
Chevy Chase, Maryland
(301) 654-2550

This meeting will be attended by curriculum specialists from the consortium institutions, a representative from the Center for Human Services, Miami-Dade Project Staff and a consultant/resource person. The following topics will be dealt with in an informal presentation/discussion fashion:

9:00AM - 9:30AM	Restatement and Discussion of Consortium Agreements - Dr. Robert H. McCabe will restate from the previous evening meeting those commitments and tasks agreed to by the consortium membership present.

HUMAN SERVICES/DRUG ABUSE (HS/DA)
CONSORTIUM MEETING I
AGENDA

9:30AM - 10:00 A.M.	NIDP Curriculum Materials - Dr. Avis Pointer will describe the development of the National Institute for Drug Program (NIDP) curricular materials.
10:00AM - 10:30AM	Miami-Dade Analysis - Mr. Joseph Olson and Mr. O'Connor will orient the group with the results of the Miami-Dade analysis of NIDP materials. Open College courses will be mentioned.
10:30AM - 11:00AM	Human Services Model - Dr. Steve Plumer will lead the discussion concerning the use of a Human Services curricular foundation to accommodate Drug Abuse content.
11:00AM - 11:30AM	Delivery System Suggestions - Mr. Olson will describe briefly Miami-Dade's LIFE LAB. Dr. Plumer will identify LIFE LAB and other features applicable and necessary to a HS/DA program. Dr. Pointer will mention Drug Abuse instructional packages presently available.
11:30AM - 1:00PM	LUNCH ON YOUR OWN - PROJECT STAFF HOLDS LUNCH-MEETING.
1:00PM - 4:00PM	WORK AND PLANNING SESSION - The membership will derive the following: 1. Tasks to be completed at this meeting. 2. Tasks to be completed prior to the next meeting. 3. The location, duration, participants, agenda, etc. of the next meeting.

APPENDIX VIII

CONSORTIUM MEETING II MEMBERS

*Cuyahoga Community College
700 Carnegie Avenue
Cleveland, Ohio 44115
Dr. Robert E. Parilla
Vice President for
Educational Planning
and Development
(216) 241-5966

Community College of Denver
1001 Eastland Avenue
Denver, Colorado 80216
Dr. Martin Van Dyke
Dean, General Studies
(303) 287-3311

El Paso Community College
6601 Dyer Street
El Paso, Texas 79904
Mr. Jose Rivera
Director MH/HS Program
(915) 532-9971

Essex County College
Newark, New Jersey 07102
Dr. Robert Adubato
Assistant Dean of Instruction
(201) 877-3082

Mercer County Community College
1200 Old Trenton Road
Trenton, New Jersey 08690
Dr. William O. Gall
Assistant Dean for Liberal
Arts & Commerce
(609) 586-4800

Miami-Dade Community College
11011 S.W. 104 Street
Miami, Florida 33176
Dr. George Mehallis
College Director of Occupational
Education
(305) 596-1345

Peralta Community College for
Non-traditional Study
2020 Milvia Street
Berkeley, California 94204
Ms. Nancy Tapper
President
(415) 841-8431

St. Louis County Junior
College District
5801 Wilson Avenue
St. Louis, Missouri 63110
Mr. Samuel Stone
Coordinator of Institutional
Development
(314) 644-6408

Miami-Dade Community College
11011 S.W. 104 Street
Miami, Florida 33176

Mr. Horace J. Traylor
Dean of Development
(305) 596-1345

Mr. James E. O'Connor
Meeting Manager
(305) 596-1330

Mr. Joseph E. Olson
Academic Coordinator
(305) 596-1330

Mr. Charles Klingensmith
Facilitator/Writer
(305) 596-1330

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*Unable to attend due to illness.

HUMAN SERVICES/DRUG ABUSE
CONSORTIUM MEETING II

AGENDA

MEETING MANAGER
JAMES E. O'CONNOR
Miami-Dade Community College
Capital Bank Building of Kendale
Department of Instructional Resources
Suite 305
8900 S.W. 107th Avenue
Miami, Florida 33176
(305) 596-1341

This meeting will be attended by administrative representatives from each of the potential eight consortium institutions and project staff. The single-topic questions on the agenda will assist a discussion pertaining to the formation of a national consortium concerned with offering A.A. degree programs in Human Services with emphasis upon Drug Abuse. If you have questions which do not appear on the agenda, plan to ask them at an appropriate time during the discussion. Obviously, some questions on the discussion agenda will prompt other related questions. A facilitator/writer will compose a report reflecting the group's discussion, suggestions, decisions, and concerns.

FRIDAY, June 4, 1976

Participants arrive and check in.

SATURDAY, June 5, 1976

8:30AM - 9:00AM Coffee - Introductions - Meeting Overview

9:00AM - 10:00AM Monetary Considerations:

1. What will be the level of funding for member institutions for the first and subsequent years?
2. When will the funding begin?
3. When will we know whether funding has been approved?
4. What will be the duration of funding?
5. Will there be any interim funding for the period covering the expiration of the starter grant and the supplementation of the new grant?
6. From whom can we anticipate receiving funds, Miami-Dade? NIDA?
7. How will indirect costs be handled for Miami-Dade? Other institutions?
8. Who pays for program personnel's travel? Within the college area? Outside the college area?

9. Who pays for Long Distance phone calls?
10. If Miami-Dade is the coordinating institution, will the other institutions be sub-contractors?
11. Could Miami-Dade be a sub-granting agency to the consortium members?

10:00AM - 10:30AM Lines of Authority

1. Will each college in the consortium be equal in authority?
2. What is the role of the National Institute of Drug Abuse?
3. What will be the role of State and Regional Drug Education Directors?
4. What kinds of reports will be demanded of each institution?
5. To whom will reports be dispatched?

10:30AM - 11:00AM Institutional Responsibilities

1. How much and what kind of support must each member provide for consortium?
2. Should we choose to join the consortium, are we obligated to maintain membership for a specified period of time?
3. What conditions govern withdrawal of members?
4. What conditions govern admission of new members?

11:00AM - 11:30AM Purpose and Operation of the Consortium

1. Will the Consortium serve as an accrediting agency? (Presumably in Human Services and/or Substance Abuse)
2. What are the basic objectives of the consortium?
3. What are the anticipated benefits accruing to consortium members?
4. Will we see and discuss a copy of the proposal?
5. What is the organizational design?
6. Will the consortium formalize its existence by the establishment of B-Laws?

11:30AM - 1:00PM LUNCH - On your own.

1:00PM - 1:45PM Programatics

1. Must we have an A.A. Degree?
2. Is the program to be the same for all colleges?
3. When is the program to start?
4. What are the duties and responsibilities of the Program Manager?
5. Who determines the duties and responsibilities of the Program Manager?

6. Must there be a Program Manager at each institution?
7. To what extent are we obligated to pursue an external degree program?
8. How do we define "Externality"?

1:45PM - 3:00PM Materials

1. To what extent will each consortium institution be obligated to contribute to the development, production, and distribution of program related instructional materials?
2. To what extent will each consortium member be obligated to use consortially developed instructional materials?
3. What financial obligations will be incurred through utilization of consortially produced instructional materials?
4. What financial obligations will be incurred through utilization of existing courseware?
5. What property rights will member institutions have in consortially produced materials?
6. Who will pay for consultant services utilized in the development of program materials?

3:00PM - 4:30PM Additional Questions

Group Agreement on the Proceedings of the Meeting.

February 25, 1976

Dr. Hyman H. Frankel
President
Center for Human Services
5530 Wisconsin Avenue, NW
Washington, DC 20015

Dear Hy:

I look forward to meeting you at Lonnie's office at 12:30 p.m., March 3, to discuss the relationships between Miami-Dade Community College and the Center for Human Services as we move forward with the external associate degree program in human services. I am outlining the major tasks and the relationships as I see them. Hopefully, this can serve as a basis for discussion.

1. Model Curriculum
   From the outset the plan has been to utilize the curriculum developed by the Center as the model for the development of the institutional curriculums. Since the Center developed the curriculum, and obviously has considerable expertise relative to the curricular needs, the project should draw the expertise in this area from the Center. In addition, it would be useful to the institutions as role descriptions, including requisite skills, attitudes, and competencies, are developed for the personnel who are to receive training in the first phases of this program. I see this as a task that would be carried out by the Center.

2. Institutional Coordination
   The project will need to be coordinated, and I see Miami-Dade serving in that role. This will be especially necessary in dealing with the participating institutions.

3. Institutional Curriculums
   Utilizing the program developed by the Center and the taxonomy and conversion system developed by Miami-Dade, each institution will develop its curriculum. In this process they will identify and match existing courses with the components of the curriculum, and further will identify curriculum gaps. This should indicate course development requirements. The process for doing this has been developed by Miami-Dade, and I would see it being Miami-Dade's task to work with the institutions in understanding this process. I would think it would be appropriate for the Center to provide on-site consultant services to each institution in achieving the conversion. It must be understood that there are institutional prerogatives, and that in the long haul the institutions must control their curriculum so that neither Miami-Dade nor the Center will be in a position to dictate.

4. Course Supplements
   As we currently see the project, there will be course supplements developed in major disciplines. We propose that this work be divided among the participating institutions. With the cooperation of the consortium members, Miami-Dade would develop form and content requirements so that the resultant materials would be highly usable by all future members. Each institution would develop one course supplement. The Center would cooperate with the institutions by providing consultant services from the point of drug/substance abuse to augment the institutions' academic/instructional competence.

5. Core Courses
   The mediated core courses would be developed by Miami-Dade, with an opportunity for the participating institutions to have input and to react to the proposed structure and content. The academic work could be done with the Center supplying the drug/substance abuse competence to augment Miami-Dade's academic/instructional/production competence. Materials production would be the responsibility of Miami-Dade.

6. Coordination of Efforts With Publishers
   After the initial use of instructional materials, to gain greater distribution it will be necessary to arrange for publication. I propose that Miami-Dade would take responsibility for this effort. Copyright, and therefore shares of revenue, would be divided as follows:

   a. The taxonomy/conversion system (very little revenue would be provided from this item): Two-thirds to Miami-Dade, and one-third to the Center.

   b. Course supplements: One-third to the developing institution, one-third to the Center, and one-third to Miami-Dade.

   c. Core courses: Two-thirds to Miami-Dade, and one-third to the Center.

Sincerely,

Robert H. McCabe
Executive Vice President

eh

cc: Dr. Lonnie E. Mitchell

APPENDIX IX

THEORETICAL HUMAN SERVICES PROGRAM

THEORETICAL HUMAN

CORE COURSES

Those areas of study through whcih the Human Services assocate candidate acquires the knowledge base necessary to perform effectively in a human services agency at a technician level.

P
L
U
S

CORE SKILLS

Those identifiable, functional competencies required of all Human Services workers at an AA level.

YEAR ONE

HABILITATION

That process through which an infant, totally dependent at birth, becomes an interdependent, self-reliant person capable of meeting the demands imposed by his social environment

HABILITATION SYSTEMS

Those social structures (family, church, school, etc.) responsible for the quality of the habilitation process.

LIFE PLANNING

Since the Human Services worker helps others in their life planning, the AA candidate should acquire life planning responsibilities in his program

VALUES AND ETHICS

Since the human services worker must work with the value orientation of others, it is essential that the learner be aware of, clarify, and implement his own value decisions.

SERVICES PROGRAM

E
Q
U
A
L
S

SPECIALIZED SKILLS AND COURSES

YEAR TWO

PROBLEM DEPENDENCIES

Problems associated with those persons whose process of habilitation has rendered them incapable of adequately coping with themselves or their social environment. (The recidivist in the criminal justice system, the substance abuser, the chronically unemployed, etc.)

REMEDIAL SYSTEMS

Those institutional structures charged with ameliorating problem dependencies.

ASSESSMENT

The ability to apply criteria to his work, and to the work of others

ARTICULATION

The ability to relate academic experiences to life situations.

THEORETICAL CONSIDERATIONS FOR A GENERIC HUMAN SERVICES PROGRAM

GLENN -- So let me give you just a little background on what I'll offer. I am the most broadly involved with direct service delivery training to the potential consumers. We've gotten it down to a set of course concepts that all the agencies involved have agreed are what they want their people to start out with. What would be those generic core areas that translate well into what each of those agencies are doing, and then we can take any one of these objectives and follow it through.

Now I'd like to offer maybe an artists' rendering of what we might have when we're through, and then look at what it might take to get there. What I'm envisioning are three elements in our A.A. program; an area of core concepts of courses, so that the course might be completed when a student has successfully matched his life experience learning with the requirements of the professor for completion of a given learning objective. I'm using that broadly. A set of course skills; those sustaining things that help the person go on functioning, and in a specialized area related to his specific career choice, i.e., counseling, administration, community services - some range of specialized preparation - then what I have outlined here is a model of a core.

The terms, or the labels, we may want to chop up, so let me explain what's in each of these circles generally. Habilitation is an increasingly popular term in the field. What we're really saying is: a lot of people we thought we were trying to rehabilitate ("restore to former excellence") is based on the assumption that excellence was present before and this is questionable. I'm using the term habilitation to define that process by which an individual, who is totally dependent at birth, becomes what society calls an independent, self-reliant member of society; with socially acceptable attitudes, values, behavior, and the capacity, wisdom, judgement, insight, forebearance, and restraints necessary to resolve any reasonable variety of life experience with which he can be confronted as an adult in our society.

So habilitation, then, is that process by which a totally dependent individual becomes sufficiently independent within his environment to function free of material problems to himself and others. It's a process; it includes content drawn from Adler's work, Ericson's work, whatever the theories. There's a process going on, and we feel that people working in this field should understand what's involved in that process.

Then there are also some systems involved in that process; family is the primary and initial one. In our culture school assumes a very large proportion of the available time for that development, and there are others that interact with the person. That's getting at the kind of contextual issued that we're looking at. How those systems ought to function, and do function, and their impact on the individual - an important part of understanding what we're doing.

PARTICIPANT - Would it be fair to say that one other way of talking about that would be to say person and environment?

GLENN - Sure. You can say, "Okay. What's happening inside, what's happening outside?" I'm trying to come up with sufficient examples for you to get at least a feeling of what that track looks like. We observe in our society a whole set of things that we're increasingly calling problem dependencies, or what we see happending when these processes have been incomplete or have shorted in some way, or have been inadequate to meet the person's needs.

An up-front observation is that one out of every four kids that ever start school in the U.S. will drop out short of completion. One out of every three children that are healthy in terms of self-conept at age five by age eight have been sufficiently impaired by the educational process that they will never again be restored to an adequate level before they drop out or leave that system. That's our current track record. There is a high correlation between them and our clients. This student, at age eight, who was healthy at age five, and without changing family or any other thing, becomes, with our present educational assumptions, 700% more likely to drop out than anyone else, 900% more likely to be significantly involved with drugs and alcohol, 1000% more likely to be involved with the criminal justice system significantly than any other profile, and it's all well developed by age eight. So, anyway, a knowledge of what some of these problems look like, their genesis, their expression, their origin, is a reflection of an incomplete or inadequate habilitation process. Beyond that we set up a remedial system.

We've looked at those in traditional terms. Corrections assumes that everybody's well habilitation and made a decision to be a criminal, and if we can just rap him hard enough, he'll change his mind and quit being a criminal. We say, "Let's look at remedial systems as attempts by society to fill in some of these gaps so that the individual grows beyond his present state of functioning in society." That gives you a generic core that looks at what we're doing in the human services. We could then take a whole lot of these objectives and compartmentalize them out in terms of their major thrusts, setting up systems to do it, and analyzing or defining problem areas, looking at systematic kinds of interactions, or looking at the psychological/physical-spiritual growth process of the individual.

Since we're asking the human service worker to help other people with their life-planning skills, we should design a program in which the student acquires life planning experience of his own. This could be that point where he designs his program, negotiates it with the faculty, takes responsibility for meeting learning objectives, but that's a supportive skill that we want to role model and develop. Next to that there's a set of skills around values and ethics. This is a person who has to work with other people's values and attitudes, so we feel he ought to start out learning to be aware of, clarify, and implement his own value decisions, and then learn to do the same with others. This whole set of skills - awareness, clarification, and implementation - centers around issues that concern values. Also important is their ethics in the field, and the ability to look at things to be explored and knowing what to do without reading about it but doing it. What do you do when you're faced with this kind of situation?

Then there's the assessment skills. At a rudimentary level the person ought to be able to look at the process they're involved in and conduct some assessment of that. At a graduate level we'd call that research methods, quantative methods. It may not be that elaborate at this stage, but it's the assessing finding out common terms, "critiquing" your work. Some of the activities you might build in there are to have some sessions where you look at videotapes of counselors working, and critique those, and try to pull some positive and some negative elements out of that. And, at the graduate level there is a significant project or thesis in which there is at least the basic supportive skills; to be able to articulate what you're doing, saying how you are involved in some way, that kind of thing.

PARTICIPANT _ Can you go over assessment one more time, please?

GLENN - Yes. This would be the ability to apply criteria to your work and to the work of others. Did that help clarify it? Our clients are going to be working toward either counseling, administrative or some other kind of application of supportive skills in their given area. The one that I wrote out most elaborately is principles of individual counseling. You can name them quickly: be able to establish a relationship, be able to center that relationship on the here and now, in terms of the pain or feelings involved, be able to give feedback to the client and get feedback from the client. Then be able to make some formulation about what the problem is that he is working on; then be able to explore alternatives to the present situation.

Then help the client find an alternative he's willing to risk, and then teach him to take risks in his behavior by developing the intellectual, emotional, and skills support necessary to try. Then be able to explore with the client contingencies; what happens if you're successful? What will you allow for that? That feeds back into the system and leads to a new formulation. I don't want to get too technical about that, because I think we're all in the same place, but if the student applies all this when he counsels, then he needs to develop an understanding and ability to do these things.

If his focus is going to be more in the area of program management, being a worker other than a counselor directly, then there are some things necessary there: administrative style, program development, monitoring assessment, personnel administrative, whatever his particular focus will be. In the area of community services there are things like job development, community relations, out-reach work, information and referral sources, etc. You could add other tracks if you want, but I wanted to leave at least three examples up there. A student going through a two-year program meets whatever general education requirements he needs either by demonstrating preparation from elsewhere, or by participating in appropriate learning activities.

A student comes to you and says, "I think I can satisfy the requirements for this course through life experience. I'd like permission from you to enroll in it on that basis." You say, "Fine. Here's the professor that will be responsible for that." The student gets with the professor and writes up his experiences in terms of objectives. The professor looks at it and says, "Well, you're fine here and here, but there's a weakness over here." The student says, "What do I do about it." "Well, let me recommend some reading to you." He's got the same negotiating, interacting relationship with that faculty person that any other student has. Instead of shooting fish in the rain barrel in the dark, he enrolls for a course, then matches that experience against this and fills in any gaps with independent work. And when he's done, he's done the same thing any other student has done. He's convinced the professor that he's met the things the professor requires to get a grade for that subject area. That was the only departure.

You can look at some of the learning objectives and say, "Okay, this one lends itself well to external learning, but this one we're going to have to provide either intensive modular scheduling and intesive seminars for people to work through." For example, how do you have an ethical issues seminar and really check where people are by having people sit in the dark and write papers about ethics? This may mean the student will have to come in, perhaps on weekends, to go through an interactive process. We make those kinds of decisions, so we're not talking about external traditional course scheduling options, so that the pre-service people will be just as comfortable going through the program as the in-service people, and the mid-career people can find evening, weekend tutorial kinds of scheduling options to get through, while the others show up for classes three times a week. That's why we use the term in our goals "balance", instead of external. What we're trying to develop is a balanced educational opportunity.

(The entire verbatim, which is quite lengthy, is available upon request from the Miami-Dade project staff.)

APPENDIX X

GENERAL EDUCATION REQUIREMENTS OF PARTICIPATING INSTITUTIONS

Institution	English	Social Science
Cuyahoga (Qtr)	One of the the following: a. 091, 092, 093, 101 b. 091, 101, 102, c. 101, 102, 103 (9 to 12 hrs.)	One of the following: a. His.101,102,103 b. His 151, 152, 153 c. Pol.Sci.(any 3)* d. Soc.Sci. 103 or Sociology 101, Soc.Sci 104,105 * 2 Political Sci. courses carry 4 credits, others 3.
Denver (Qtr)	English 111, 112, 113 - 9 hrs.	12 hrs.
El Paso (Sem)	English 12 hrs or English 9 hours + Speech 3 hrs.	National & State Govt. 6 hrs American Hist 6 hrs.
Essex (Sem)	Eng. Comp, 101, 102 6 hrs Literature 6	6 Hrs. History
Forrest Park (Sem)	Eng. Comp. 6 hrs	One of following: a. Am. Civilization b. Intro. to Am. politics and Am. Hist I or II or Am. Nat. Politics and Urban Politics and Am. Hist I or II
Miami-Dade (Sem)	English 6 120, 121	Social Science 101-102 6 hrs.
Mercer (Qtr.)	Eng. 101, 102 6 hrs.	

Mathematics	Science	Other
Any math course satisfactorily completed at Cuyahoga (All non-prerequisite math courses, 3 hrs)		Health 101 or 3 hrs. of PE required; 27 elective quarter hr. requirements selected from any 3 of the following: A. Humanities B. Science and Math C. Social Science D. Career programs. No fewer than 9 hrs. from each area. Courses in required area may not be used to satisfy elective requirements.
12 Qtr. Hrs Math & Sci.		9 hrs. in Division of Communication & Arts. This includes Art, Foreign Languages, Humanities Journalism, Manual Communication, Music, Physical Education, Reading, Speech.
	Lab Sci. 6 hrs.	
Any 100 level course or above 3 hrs	Lab Science 6-8 hrs.	
Science and/or Math 6 hrs.		2 Phys. Ed. courses (if non-veteran or under 21) and 6 hrs. of humanities required
Two Courses (6 hrs) from following: Geo 101, Bio 102, Math 201, Physics 102-103, Ascent of Man HSC 101, Interdisciplinary Science 101-102		Humanities 201, 202 6 hrs.
1 Math Course	2 courses from approved list. 6 hrs.	PE 110 and at least 6 credits, exclusive of required English from the following: Foreign Languages, Humanities, Social Science. Must be selected from approved list.

APPENDIX XI

HUMAN SERVICES/DRUG ABUSE
CURRICULUM DESIGN MEETING II

AGENDA

MEETING MANAGER

MR. JAMES E. O'CONNOR
Miami-Dade Community College
Capital Bank of Kendale Building
Department of Instructional Resources
Suite 305
8900 S.W. 107 Avenue
Miami, Florida 33176
(305) 596-1341

MEETING DATES AND LOCATION

June 6, 7, 8, 1976
VAIL HILTON
Vail, Colorado

MEETING COORDINATOR

DR. MARTIN VAN DYKE
Dean, General Studies
Community College of Denver
North Campus
1001 East 62nd Avenue
Denver, Colorado 80216
(303) 287-3311

Martin has generously consented to assist us in setting up the meeting. He will be in touch with each of you.

This meeting will be attended by curriculum specialists from each of the consortium institutions and project staff. During the two-day meeting we will complete the design of a curriculum including methods of delivery of instruction acceptable to the membership for a two-year primarily external A.A. degree program in Human Services with emphasis upon drug abuse. Emphasis will be placed upon team-led discussion with final product writing occurring largely on site.

June 6, 1976

7:30P.M. - 8:30 P.M. CONFERENCE OVERVIEW - There will be a brief review of the agenda followed by two simultaneous group meetings. Group A will consist of Hoyt, Nelson, Di Benedetto, Van Dyke, Duncan and Olson. Group B will consist of*Tapper, Bolge, Adubato, Vasher and O'Connor.

June 7, 1976		Discussion Leader	Recorders
8:30AM - 9:30AM	Goals for Human Services Program a. Examine, amend, revise existing structural and knowledge goals b. Define "Skills" goals	Hoyt	O'Connor Bolge

*Represented by Dr. Michael O'Carroll

June 7, 1976 (continued)

		Discussion Leader	Recorders
9:30AM - 10:00AM	Leader and Recorders prepare statement for typing. Coffee served.		
10:00AM - 12:00noon	Human Service Objectives (The procedure for securing consensus in this area will be determined by the session leader. This session should result in locating objectives within broad subject areas).	Nelson	Adubato Olson
12:00noon-1:30PM	Leader and Recorders prepare statement for typing.		
12:00 - 1:30PM	Lunch Break.		
1:30PM - 2:45PM	The Drug Abuse Component: a. What content? b. How to handle? Incorporation into existing courses? Create one or more specialized courses? c. Agreement on objectives, with suggested subject carriers.	DiBenedetto	Duncan Hoyt
2:45PM - 3:15PM	Leader and Recorders prepare statement for typing. Coffee served.		
3:15PM - 4:30PM	The Two Year Program a. What should be the course content? b. How many hours in each subject area? c. How many practica courses shall we have?	Van Dyke	Tapper Vasher
4:30PM - 5:00PM	Leader and Recorders prepare statement for typing.		
5:00PM - 7:00PM	Dinner		
7:00PM - 10:00PM	Materials available for examination at your option.		

		Discussion Leader	Recorders
June 7, 1976 (continued)			
7:00PM - 10:00PM (con't.)	These materials consist of manuals, workbooks, audiotapes, TV tapes, and slides prepared by the National Training Center of the National Institute on Drug Abuse.		
June 8, 1976			
9:00AM - 10:15AM	An exploration of the problem of assessing learning derived from work experience; review of credit-granting modes for other than traditional classroom instruction available at participating institutions.	Tapper	Hoyt Nelson
10:15AM - 10:45AM	Leader and Recorders prepare statement for typing. Coffee served.		
10:45AM - 12:00noon	Examination of external delivery systems currently in use at member institutions. Exploration of modes to accommodate HS/DA objectives agreed upon.	Bolge	O'Connor DiBenedetto
12:00noon 12:30PM	Leader and Recorders prepare statement for typing.		
12:00noon 1:30PM	Lunch Break.		
1:30PM - 3:00PM	Agreement on First Semester or Quarter Curricular Effort, and apportionment of writing/collecting assignments. (Completion of assignment will be subject to funding).	Adubato	Van Dyke Duncan
3:00PM - 3:30PM	Leader and Recorders prepare statement for typing. Coffee served.		

June 8, 1976 (continued)

		Discussion Leader	Recorders
3:30PM - 4:15PM	Re-examination of Goals in terms of conference work, especially in terms of the addition of drug specific objectives.	Hoyt	Vasher Olson
4:15PM - 4:45PM	Leader and Recorders prepare statement for typing.		
4:45PM - 5:00PM	Conclusion of the day's meeting.		
5:00PM - 7:00PM -	Dinner		
7:00PM - 10:00PM	Materials available for examination at your option. These materials consist of manuals, workbooks, audio-tapes, TV tapes, and slides prepared by the National Training Center of the National Institute on Drug Abuse.		

CURRICULUM DESIGN MEETING MEMBERS

Robert Adubato
Assistant Dean of Instruction
Essex County College
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(201) 877-3082/3081

Kathryn E. Nelson
Chairperson - Department of Human Services
St. Louis County Junior College District
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Associate Professor of Sociology
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Joseph Olson, Administrative Assistant
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Martin Van Dyke
Dean, General Studies
Community College of Denver
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Donald L. Hoyt
Coordinator of Mental Health/Human Services
Cuyahoga Community College
2900 Community College Avenue
Cleveland, OH 44115
(216) 241-5966

HUMAN SERVICES/DRUG ABUSE PROJECT

Curriculum Design Meeting I
April 30 and May 1, 1976
Sonesta Beach Hotel
Key Biscayne, Florida

Please complete this form prior to the Friday morning meeting.

PARTICIPANT INFORMATION

PLEASE PRINT

NAME ______________________________

TITLE ______________________________

INSTITUTION ______________________________

ADDRESS WITH ZIP CODE ______________________________

____

____

PHONE NUMBER WITH AREA CODE ______________________________

SOCIAL SECURITY NUMBER ______________________________

The following list contains items related to the project. Check those items with which you are familiar.

________ HUMAN SERVICES CURRICULUM

________ DRUG ABUSE PROGRAMS

________ DRUG ABUSE COURSES/MINI COURSES/MODULES

________ EXTERNAL DEGREE PROGRAMS

________ EXTERNAL INSTRUCTION

________ COURSE PACKAGING

________ PRACTICA

________ CREDIT FOR PRIOR OR ON-GOING EXPERIENCE

________ CREDIT BY EXAM, CLEP

________ DRUG ABUSE WORKER JOB DESCRIPTIONS AND COMPETENCIES

________ CHARACTERISTICS OF THE HUMAN SERVICES/DRUG ABUSE CLIENTELE

________ (OTHER - SPECIFY) ______________________________

________ (OTHER - SPECIFY) ______________________________

________ (OTHER - SPECIFY) ______________________________

TASK GROUPING

TASK AREAS / PARTICIPANTS	HUMAN SERVICES CURRICULUM	DRUG ABUSE PROGRAMS	DRUG ABUSE COURSES / MINI-COURSES/MODULES	EXTERNAL DEGREE PROGRAMS	EXTERNAL INSTRUCTION	COURSE PACKAGING	PRACTICA	CREDIT FOR PRIOR AND/OR ON-GOING EXPERIENCES	CREDIT BY EXAM , CLEP	DRUG ABUSE WORKERS JOB DESCRIPTIONS AND COMPETENCIES	CHARACTERISTICS OF [illegible] HUMAN SERVICES/DRU[illegible]USE CLIENTELLE	OTHER (SPECIFY)
Robert Adubato	X	X	X	X	X			X	X			
Robert D. Bolge	X			X	X	X	X	X	X			
Donald L. Hoyt	X						X				X	
Kathryn E. Nelson	X	X		X	X	X	X	X	X			
Martin Van Dyke	X	X		X		X		X	X			Systematizing & individualizing inst.
Romeo DiBenedetto		X	X			X						
Nancy Tapper				X	X			X	X			
Marvin L. Vasher				X	X	X		X				
Maria Valdes Duncan	X	X	X	X		X				X	X	
Joseph L. Olson	X	X	X						X		X	

APPENDIX XII

DELIVERY CAPABILITIES OF CONSORTIUM COLLEGES

ABILITY OF PARTICIPATING INSTITUTIONS TO AWARD CREDIT FOR PRIOR LEARNING

INSTITUTION	CLEP	CREDIT BY EXAM	DIRECTED INDEPENDENT STUDY	CREDIT FOR WORK EXPERIENCE	OTHER
Cuyahoga		18 Qtr. Hrs. Only		23 Qtr. Hrs. Mental Health Field Experience	
Denver	X	X	X	All cur. areas	
El Paso	X	X	X		
Essex	X	X	X	SOC 229-30 Coop. Ed. Seminar	
Miami-Dade	X	X	X	Life Lab	*1
Mercer	X	X	X	Com. Service Field Practicum	
Peralta	X	X		X	
St. Louis	X	X	X	HS Practicum I & II HS Seminar I & II	*2
Santa Fe	X	X	X	Coop. Ed. Practicum	*3
Whatcom	X	X	X	Alternative Lrng. Program	*4

*1 Exams to determine competency in selected occupational categories.

*2Child Development Associate Competency Based Course

*3Demonstrated competency in any human service or substance abuse course.

*4Individual Learning Contracts

INSTRUCTIONAL RESOURCES AVAILABLE
AT PARTICIPATING COLLEGES

INSTITUTION	VIDEO TAPES	FILM	PRINT MATERIAL	INSTRUCTIONAL CONTRACTS	AUDIO TAPES	FACILITATOR/COUNSELOR	FILMSTRIPS	LECTURE AND/OR DISCUSSION	FIELD EXPERIENCE/PRACTICA	SLIDE TAPES	ROLE-PLAYING OR SIMULATIONS	OTHER
Essex	X	X	X	X	X	X		X	X			
Mercer	X	X	X	X	X		X	X	X	X		
El Paso	X		X	X	X	X		X	X	X	X	
Santa Fe	X	X	X	X	X	X		X	X	X	X	Workshops
Denver	X	X	X	X	X	X	X	X	X	X	X	
Cuyahoga	X	X	X	*1	X	X	X	X	X	X	X	
St. Louis	X	X	X	X	X	X	X	X	X	X	X	
Peralta	X	X	X	X		X	X	X	X	X	X	
Whatcom	X	X	X	X	X	X	X	X	X	X	X	
Miami-Dade	X	X	X	X	X	X	X	X	X	X	X	Total course Packaging

*1 Infield Placement

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 14 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES

AVAILABLE MEANS TO
EXTERNALIZE INSTRUCTION

Institution	MAIL	TV (BROADCAST)	RADIO (BROADCAST)	LEARNING LAB (Community, Regional)	PORTABLE CLASSROOM (Community, Regional)	MEDIA SITE AND LIBRARY (Community, Regional)	TELEPHONE COMMUNICATIONS TO SITES, CENTERS, OR HOME	LEARNING CONTRACTS	OTHER (SPECIFY)
Essex	X	X		X		X		X	
Mercer		X			X		X	X	
El Paso				X	X	X		X	
Santa Fe	X			X	X	X	X	X	Newspapers
Denver				X	X	X			Newspapers
Cuyahoga									
St. Louis		X					X	X	
Peralta								X	
Whatcom	X	X	X	X	X	X		X	
Miami-Dade	X	X	X	X	X	X	X	X	